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ABSTRACT

The Lee College (Baytown, Texas) Rural Health Occupations Model Project was designed to provide health occupations education tailored to disadvantaged, disabled, and/or limited-English-proficient high school students and adults and thereby alleviate the shortage of nurses and health care technicians in two rural Texas counties. A tech prep program was developed to prepare the high school students for entry-level employment upon high school graduation and postsecondary-level further health occupations training. The adult students were given the preparatory coursework, counseling, support services, and assistance in locating financial aid required to enable them to "bridge" into the tech prep program at the community college level. Of the 21 adults enrolled in the project during its first year, 21 completed nurse aide training, 15 became certified nurse aides, 19 found employment, and 4 completed the General Educational Development test. Of the 40 high school-level enrollees, 10 passed the state nurse aide examination, 10 found immediate employment in the health care field, and 8 initiated enrollment at Lee College for 1994. (Appendixes constituting approximately 75% of this document included the following: general project information; materials from/about the adult program, 1993-94 high school program, and proposed 1994-95 high school program; and findings of the program evaluation.) (MN)

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Rural Health Occupations Model Project

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Technical and Applied Sciences

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PROJECT REPORT

LEE COLLEGE
RURAL HEALTH OCCUPATIONS

A 1993-94 MODEL PROJECT
FUNDED THROUGH

STATE PROGRAMS AND STATE LEADERSHIP PROGRAMS
CARL D. PERKINS VOCATIONAL AND
APPLIED TECHNOLOGY EDUCATION ACT OF 1990

Submitted through Category 1400: DEMONSTRATION (MODEL) PROJECTS

The request for proposal established the following guidelines:

> Projects to develop a model program designed to provide training/education, support service, recruitment and career placement for special populations with special emphasis in health careers in rural areas.

For further information about this project contact:

Lillian Walker
Program Specialist
(713) 425-6524

Sally Griffith
Special Projects Coordinator
(713) 425-6822

Johnette Hodgin
Dean of Applied Sciences and Community Education
(713) 425-6515

Jackson Sasser
President
(713) 425-6301

Lee College
P. O. Box 818
Baytown, Texas 77522-0818

MAP OF TARGETED RURAL AREA

High School Enrollment

Anahuac - 350
Barbers Hill - 525
Dayton - 900
Goose Creek - 5000
Hardin - 360
Hull-Daisetta - 325
Liberty - 700

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PART I: NEED FOR THE PROJECT

Throughout this century our nation has increasingly changed from a rural to an urban society. The inner city, with its crime and poverty, now gains far more publicity than the problems of rural areas. However, the facts are that about one third of Americans still reside on farms and in small towns and that that one third is overly represented by the poor, the elderly, and children (Hill, 1988):

	Urban	Rural
Percent of nation's population	68%	32%
Percent of nation's poor	50%	50%
Percent of nation's elderly & children	61%	39%

America's rural areas are experiencing health care delivery system problems at a much greater rate than our urban areas. Although 50% of the poor live in rural areas, they receive only 25% of all Medicaid funds; and the rural elderly receive only 29% of Medicare funds for hospital and post-hospital care (Hill, 1988). It is difficult to establish the exact relative health status of people in rural areas, but experts generally agree that the health conditions of people in rural areas is worse than in any other population (Ahearn, 1979). Rural residents are more likely to suffer chronic conditions such as arthritis, ulcers, kidney problems, heart disease, and hypertension. Rural areas have four times the national average for accidents. The infant mortality rate among rural poor is 20% higher than among urban poor and 50% higher than the national average (Hill, 1988).

There are proportionately fewer acute care health facilities to meet these health care needs in rural areas than in urban, but greater numbers of nursing home facilities. One primary cause for the lack of hospitals and outpatient services is the difficulty small communities have recruiting licensed medical care providers. Doctors prefer to develop their practices within urban areas, and the limited number of nurses are in such demand that they tend to seek employment in city hospitals which are providing higher salaries. Today, the

state of Texas, along with the rest of the nation is experiencing a critical shortage of nurses and health care technicians in several specialties providing care to Texas residents. Between 1983 and 1988, the number of vacant positions for nurses rose from 4.4% to 11.3%. Thirty percent of all Texas hospitals require more than 90 days to recruit a medical/surgical nurse (Secretary's Commission on Nursing, 1988). Nursing homes within Texas have the greatest need for nurse's aides, an entry level position which requires 80 hours of training before employment.

Technology changes are creating a strain on the labor supply for the health care industry. As reported by TINS (Texas Innovation Network) and the Texas Department of Commerce in 1992:

> The skills reuired of all workers in health care are expanding rapidly. Changing technology have forced personnel in the health care industry to be adaptable, flexible, good communicators, and willing to take the initiative for independent thought and action. **The overriding concern of the health care industry is that there are not enough qualified people to fill job openings that require the understanding of current technologies.** In addition, new certification requirements are affecting many technical career areas, placing additional educational demands on many potential health care workers.

This labor shortage is compounded by the ever expanding nature of health care. According to the 1991 U.S. Industrial Outlook, the health care industry will employ about 10% of the nation's population by the year 2000. Rural areas, which already experience difficulty obtaining trained health care providers, will face greater challenges in future years. Very few training programs for health care personnel are located in rural areas, and rural areas tend to have higher numbers of special populations - those groups of people who do not generally view themselves as candidates for post-secondary training (economically and/or educationally disadvantaged, disabled, and those with limited English proficiency). With the current trend of more educational requirements for all

employees within health care, fewer qualified applicants for nursing and technician jobs will be available for employment in rural settings.

In Spring 1993, Lee College targeted two counties within its service area which exemplified the problems of rural health delivery: Liberty and Chambers counties.

	Liberty	Chambers
Total population	52,726	20,088
Percent below poverty level	22.7 %	12.0 %
School children on free/reduced lunch	38.8 %	36.9 %
Percent of high school students "at-risk"	49.0 %	45.0 %
Unemployment rate	13.5 %	9.7 %
Number of hospitals	1	1
Number of hospital beds	29	20
Number of nursing homes	2	2
Number of nursing home beds	240	110
Number of employees in health care facilities	303	141
Current vacancies in health care facilities	36	16

The community of Liberty had recently received commitments from five medical doctors to relocate and open their practices in Liberty. One of these doctors planned to provide obstetric services through the hospital. There were more than 700 births per year to Liberty County residents, and no obstetric services in the county. The hospital administrator was confident that these new doctors would increase the need for trained health care professionals for both in-patient and outpatient services. There was then no pool of unemployed licensed nurses or technicians within the area.

With critical shortages for trained health care providers, there would be no great influx from other areas to meet these counties' current and future needs for skilled health care personnel. The pool of health care personnel had to be developed from within. Thus was born the Lee College Rural Health Occupations Model Project.

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PART II: PROJECT GOALS AND OBJECTIVES

When funded through Perkins funds, Lee College planned to develop a model project within these rural counties of Chambers and Liberty to meet the current and future need for health care professionals within these areas. See Appendix 1 for map of project area. This project was designed to develop a system to recruit, train, and place students in health careers. Special emphasis was to be placed on special populations since these groups are least likely to pursue post-secondary training and are represented in such high numbers in these two counties. Meeting the needs of special populations was an important element of this project.

Special Population	Needs
All	Recruitment Academic and career counseling Placement services
Academically disadvantaged	Preparation in basic academics for college level work Integration of academics and vocational instruction Tutoring
Economically disadvantaged	Financial assistance Support services: child care, textbooks, transportation Part time educational opportunities Exit points into jobs at intervals during their education
Disabled	Access to facilities Counseling and linkages to community resources Modifications in equipment, testing, time limits, etc.
Limited English Proficient	ESL classes for preparation Tutoring

Special populations students were to be recruited from area high schools and the adult community. For high school youth Lee College planned to work with

Liberty, Dayton, and Barbers Hill high schools to develop a Tech-Prep program in health occupations that would function to recruit and prepare special populations high school students for further training.

Tech-Prep has all the elements needed to advance students in health occupations careers. It requires cooperation among secondary and post-secondary schools, and business and industry to develop a sequence of coursework and workplace experience from high school through the community college, to prepare students for the technical jobs of the twenty-first century. High school courses are developed to provide the needed strong academics so that students can succeed both on-the-job and in future college work.

Through the Tech-Prep framework, students would be prepared for immediate entry level employment within the health care industry upon high school graduation, and would also be able to progress then or later into further training at the community college level. Coursework between high school and college would be articulated so that students could receive college credit for some of their high school work. The knowledge that they already have successfully completed college level work is often the greatest "hook" in getting students to further their post-secondary training.

The adult special populations residents of Liberty and Chambers Counties were to be recruited for this program. Preparatory coursework, introductory college level technical training, counseling, support services, and assistance in locating financial aid would, whenever feasible, be offered within the target area. The program was designed to allow adult students to "bridge" into the Tech-Prep program at the community college level.

Specific objectives for this program included:

Objective I - Develop and implement a "bridge" program so that adult special populations students may succeed in the college Tech-Prep health occupations program. During the 1993-94 project year, 15 adult students

were targeted to participate in this project to help show its validity and effectiveness.

Activities included:

- Student recruitment
- Student preparation in basic academic and initial technical coursework
- Worksite experience for students
- Support services for special populations
- Transition into approved Tech-Prep program

Objective II - Develop and implement a Tech-Prep program targeting special populations students to enter health occupations careers. During the 1993-94 project year, 20 high school students were targeted to participate in this model project to help determine its validity and effectiveness.

Activities included:

- Student recruitment/career awareness
- Teacher/instructor development
- Coherent sequence of coursework, grades 9 through 14
- Curricula development (academic/technical involving high school, college, and industry representatives)
- Worksite experience for students
- Support services for special populations
- Placement services
- Program approval from tri-agency

Objective III - Statewide dissemination of information from this model project.

Activities included:

- Presentations by project staff at statewide conferences
- Project manual developed and distributed to others interested in replicating the project.

In the development of this model program for rural health care careers, several of the goals and objectives of the 1993 Master Plan for Higher Education: Career and Technical Education were be addressed and implemented:

Goal I Students and Adult Learners. Meet the needs of Texas for world class education and training, ensuring that all learners acquire the knowledge and skill necessary for success in the workplace and society.

Objective I-1 Colleges will develop and expand student guidance and support services.

Objective I-2 Colleges will implement new linkages among educational systems, particularly regarding the development of Tech-Prep programs and other school-to-work transition initiatives.

Objective I-3 Colleges will develop and improve program curricula and instructional methods to assure the integration of academic and technical education.

Objective I-7 Colleges will provide access and acceptability of services for all students.

Objective I-8 Colleges will work with other education and training providers to assure efficient and effective assessment and referral of students.

This rural health care model program was created to meet many of the needs of students by providing school-to-work transitions, integrating learning, providing support services, and ensuring job placement for students through skill certification.

Goal II Business, Industry, & Labor. Meet the needs of business, industry and labor for an educated and skilled, globally competitive, work force.

Objective II-1 Support responsive technical education program development and improvement to meet the needs of business, industry, and labor.

Objective II-4 Colleges will increase the input of business, industry, and labor.

Objective II-5 Colleges will increase private/public cooperative efforts to maximize use of education and training resources.

Objective II-6 Colleges will provide leadership in developing creative and effective ways to respond to rapidly changing economic issues.

This rural health care program was developed with a close partnership from business and industry who helped establish the basic skills needed for entry level employment and provided worksite training experiences for students.

PART III: PROJECT ACTIVITIES

As soon as project funding was secured in July 1993, Lee College began implementation of the program.

Staffing

Through regional advertising and notification, a project coordinator was located to begin implementation of the project by (1) coordinating the efforts of secondary and post-secondary schools with business and industry in curriculum and worksite experience development, (2) compiling necessary information for program approval/revision application, and (3) documenting the development of the project so that others might replicate its effort. Lee College provided office space, equipment, and all business office and personnel support for this project.

Through Continuing Education, Lee College also provided an instructor for nurse's aide training to be offered twice to adults within the targeted area and to students of three rural high schools: Barbers Hill, Dayton, and Liberty.

In January 1994, permission was obtained to add a quarter time clerical staff person to assist with the project.

In the spring of 1994, Lee College faculty in allied health and science were provided release time to work with high school teachers to develop and align curricula. Please refer to Appendix 1, pages 31-34, for job descriptions and organizational chart.

Advisory Committee

As soon as the project coordinator was on the job, an advisory committee was formed to provide guidance for the project throughout the year. This

committee was composed of twenty-two representatives from participating schools, communities, and the health care industry:

Five Lee College representatives from:
- Voc/Tech administration
- Allied Health faculty
- Academic Faculty
- Continuing Education

Seven school district representatives from:
- Barbers Hill ISD administration and faculty
- Dayton ISD administration
- Liberty ISD administration and faculty

Ten health care industry representatives:
- Three nursing home administrators and nurses
- Five hospital administrators and nurses
- One emergency medical services provider
- One doctor in private practice

Representatives from the Gulf Coast Tech Prep Consortium and the Gulf Coast Quality Workforce Planning Committee served in advisory roles. The Advisory Board met five times during the year (September, October, November, January, and May.) The committee provided guidance in program content, participant recruitment, and formative and summative evaluation. Please refer to Appendix 1, pages 35-44, for a complete listing of Advisory Board members and minutes of the five meetings.

Adult Program

Five major activities required to implement a program to recruit, retain, and support special populations adults in rural areas into careers in the allied health field (recruitment, preparation, work experience, support services, and transition into college) are depicted graphically on the following page.

SEQUENCE OF STUDENT ACTIVITIES
BRIDGE PROGRAM

	College Prep Fall	College Prep Spring	Summer	Ready for 13th Grade Tech-Prep Fall
Career Experience	Nurse's Aide Training	Employment	Part time	College Practicum
Academics	GED, if needed, or developmental classes	Development classes	Math for Allied Health Chemistry for Allied Health Microcomputers College Study Skills	Advanced Academics
Technical		Medical Terminology		LVN RN EMT Medical Records
Support	Child Care Textbook Transportation	Child Care Textbook Transportation	Child Care Textbook Transportation	

Through this project, Lee College and the project staff performed each of the major activities.

1. Student Recruitment - Many adults from special populations have little knowledge of available jobs within health careers in their area. Frequently they have not assessed their vocational aptitudes and abilities. Recruitment activities were designed to inform potential students of the high potential for jobs in the health care field, the availability of educational programs, and the support services that were established within their community and those offered within 30 miles at the main Lee College campus. Especially targeted were economically disadvantaged and disabled adults.

Specific Activities:

- A recruitment network was developed through local social service providers (welfare department, JTPA, health department, Texas Rehabilitation Commission), local schools, and health care providers to publicize the program. The largest group of referrals were AFDC recipients.

- A variety of tools were used for student recruitment in the community.
  1. A recruitment poster was developed that highlighted allied health careers and promoted the Lee College program. This poster was distributed through social service agencies, schools, and businesses. See example in Appendix 2, page 46.
  2. The poster was reduced and served as newspaper advertisement.
  3. Local radio stations provided announcements about the program at no cost.

- The program coordinator met with each interested adult to provide career assessment and career planning opportunities. Twenty-three opted for the nurse aide training provided within their community. Twenty-four others were provided support services for technical programs at the college level.

2. Student Preparation - Basic Academics - Most adult special populations students are not prepared to handle regular college level classes. At the least, they need some refresher activities in academics since it has been years since they have encountered math and English classes. Many require extensive remediation to gain the needed skills in math, reading, and/or writing to succeed in college. Adult students also need some basic technical coursework that students coming from a Tech-Prep high school program will have already received - basic first aid, CPR, medical terminology, and microcomputer applications. The closer these basic academic and initial technical classes are to their homes, the greater the likelihood that they will become involved in a health occupations program.

Specific Activities:

- As a part of the assessment portion of recruitment, students who had not completed high school were referred to GED classes within their community. Four students obtained their GED certificate while in the program.

- As students enter college level classes, each must take the Lee College reading, writing, and math placement exams. These placement exams are now offered in Liberty, approximately 30 miles from the main Lee College campus. Lee College counselors meet with each student to interpret the scores and assist them in enrolling in the most appropriate classes. Developmental courses in each subject and at a variety of levels are available within the targeted area.

-For this program year, Lee College also began to offer within the targeted area the basic technical courses required for allied health programs: mathematics for allied health, and medical terminology. The demand by students exceeded the space available within these classes, largely due to the increased publicity for the area's need for allied health professionals.

3. Worksite Experience - Although the job market and salaries available within health occupations is enticing, providing nursing and medical care can be stressful and requires a great deal of patience, responsibility and attention to detail. Not every one is suited for careers within the medical field. Adult students need worksite experience to help them know if they are suited for the jobs.

Specific Activities:

- In the fall of 1993, two sessions of nurse aide training were offered within the targeted counties: one in Dayton and one in Liberty. Three nursing homes offered their facilities for clinical training. Participants were required to meet low income guidelines and were provided the course tuition free. Participants were asked to pay $74.50 to cover liability insurance and a state testing fee. Twenty-three participants began these training; 21 completed the training. Please refer to Appendix 2, pages 47-50, for news clippings and further information about this training.

4. Support Services - Many adult special populations students encounter numerous barriers to continuing their education. Providing support services can help them return to college and complete a course of study.

Specific Activities:

- Participants who completed the nurse aide training were linked to job openings in the health field. Nineteen of the 21 completers found employment in local nursing homes, hospitals, and home health agencies.

- Assessment for initial applicants included determining needs for support services. Several students were linked to available services within the community - child care assistance, welfare, and food stamps through AFDC, support through Texas Rehabilitation Commission, etc. See Appendix 2, page 51, for the Student Information Form used to assess needs for support services.

- Students in the nurse aide training class were provided textbook, child care, and transportation assistance.

- Twenty-four students in allied health programs at Lee College from targeted rural areas were assisted as needed with financial aid identification and with support services of child care, textbook, and transportation assistance.

5. Transition into College Tech-Prep Program - Adult students should be able to begin their program of study within the targeted county: complete a nurse's aide course, build their academic skills, and complete some initial technical courses; but to continue into more skilled technical training such as nursing, EMT, or medical records, they need the full labs and resources of the main Lee College campus and need to complete clinical training at hospitals much larger than those within Liberty or Chambers counties. This program has sought to help these adult special populations students with that transition.

Specific Activities:

- As students from the targeted rural areas sought admission to Lee College in allied health programs, project staff assisted them with orientation to the Lee College campus and the registration process.

- They were introduced to counseling services through Lee College Counseling Department and encouraged to take orientation and college study skills courses.

- Support services, including tutoring in technical courses, continued throughout the year-long program for eligible students.

1993-94 High School Program

Implementing the high school program required seven major activities: student recruitment, teacher development, curriculum design, worksite experience, support services, placement services, and program approval. Many of these activities affected multiple subject areas and multiple grade levels. This is depicted on the chart on the following page. During the model project year, Lee College and the project staff performed each of the main activities.

1. Student Recruitment/Career Awareness - Students have few opportunities to become aware of their options in careers. They need opportunities to establish realistic goals. Much of the recruitment activities with special populations involves supplying information about the opportunities, programs, and support services that can bring college within their grasp: financial aid, services for students with disabilities, developmental academic classes, etc.

Specific Activities:

- The school representatives on the advisory committee worked with project staff to develop career/Tech-Prep awareness activities for middle school and early high school students and their parents. This information was shared with students and their parents through counselors during registration for the 1994-95 school year.

- Recruitment materials were developed including a brochure (see Appendix 3, page 53) and a live action video. These were used with students and parents at school functions and through Lee College publicity activities.

- Lee College staff assisted area high schools in acquiring more career counseling/vocational assessment materials, particularly materials related to careers in health occupations.

- Through joint efforts with Texas Medical Center representatives, Lee College helped provide information to area high schools about job

SEQUENCE OF STUDENT ACTIVITIES

TECH-PREP PROGRAM

Grade Level	6-8	9	10	11	12	13	14
Career Experience	Career Awareness	Career Exploration Shadowing	Career Exploration Mentoring	Nurse's Aide Training Mentoring	Part time Employ-ment or Nurse's Aide Training	College Practicum	College Practicum
Academic Instruction	Basic Academic	Academics with Applications	Academic with Applications	Academic with Microcomput ers	Career Related Academics Advanced Sciences	Career Related Academics	Advanced Academics
Technical Instruction				Health Care with Medical Terminology	Health Care with Applica-tions in Math and Chemistry	LVN(Cert) RN(AAS) EMT(Cert or AAS) Medical Records (Cert or AAS)	RN(AAS) EMT(AAS Medical Records (AAS)
Support Services				For Nurse's Aide Textbook Transporta-tion	For Nurse's Aide Textbook Transpor-tation	Textbook Transpor-tation Child Care	Textbook Transpor-tation Child Care
Exit Point					High School Grad Nurse's Aide Certificate	Certificate LVN EMT Medical Transcrib-ing	AAS RN EMT Medical Records

RN - can continue on at UT Medical Branch Bachelor Nursing Program - classes at Lee College

availability in the region, beginning salaries, and skills and knowledge needed for entry level employment.

- Through the advisory board, a speakers bureau of area health care providers was created to give classroom presentations and to serve as mentors to students interested in health careers.

- The local newspaper helped publicize the project and thereby increase community awareness by printing articles and photos of the project. See Appendix 3, pages 55-56, for examples of these articles.

- In April 1994, Lee College hosted a Health Career Fair for area high school students. These students toured each of the Allied Health programs offered at Lee College and met representatives from area employers. Students from seven high schools attended the half day activity. Please refer to Appendix 3, pages 57-58, for copies of the flyer announcing the Health Fair and the student registration form.

2. Teacher/Instructor Development - Public school teachers and many community college instructors have rarely had extensive business or industrial experience, and those who have had the experience in the past have frequently lost touch with the current world of work. Through staff development activities, we proposed that teachers, instructors, counselors and administrators become more familiar with the modern health care facility, gaining hands-on experience to enable them to link the classroom instruction to the workplace.

Specific Activities:

- Thirty three teachers and instructors representing each of the partner schools participated in worksite tours.

- Week long workshops for teachers and instructors in which they developed and learned to implement curriculum incorporating applications from

industry into math, English, and science were conducted through this project. Thirty-one area teachers and college faculty participated in these curriculum workshops.

3. Curriculum Design, Development and Implementation - Our proposal was for high school teachers, college instructors, and employees in health care facilities to work together to develop a coherent sequence of courses grades 9 - 14. As needed, curriculum would be developed and modified to meet the needs of the local health care industry.

Specific Activities:

- Lee College staff worked with the Texas Medical Center personnel to identify basic academic & technical skills needed for successful entry into health careers. Reports of these findings were printed by Lee College and distributed through the Gulf Coast Quality Workforce Planning Committee to all area schools.

- Lee College faculty met with area science, health, and vocational teachers in a three day workshop to develop classroom and worksite curricula to meet needs for academic, theoretical, and technical skills for high school occupations programs. Please refer to Appendix 3, pages 59-61, for information from this workshop.

- Lee College acquired all needed texts, supplies, and materials to implement curricula into classroom instruction at the targeted high schools. Please refer to Appendix 3, pages 62-63, for lists of materials and videos purchased for this project.

- Area high school teachers have evaluated and reviewed curricula currently available and have helped revise curricula that include applications from business and industry. Included in this curricula are some activities to address the basic workplace skills as defined by the SCANS competencies.

- The curricula that include applications from business and industry in the subject areas of math, English, and science has been disseminated to all high school faculty who participated in the curriculum development workshops.

- During the 1993-94 school year the Rural Health Occupations program initiated a health occupations training program for high school students. Eleventh and twelfth grade students were enrolled in a one semester course aimed at (1) providing an overview of the health care industry, (2) giving the students enough hands-on experience for them to determine that they wished to pursue a health related career, and (3) making students employable upon leaving high school. The course was taught by a Lee College Instructor certified for Nurse Aide training. Nurse Aide training was incorporated into the program. The lecture portion was taught during this one semester course. Completing the required lab and clinicals was made available to interested students outside the school day. Because TEA approval for the program had not been approved, the course was taught as Advanced Health and met all the essential elements required for that course. Please refer to Appendix 3, page 64, for the essential elements as established by the State Board of Education Rules for Curriculum, Chapter 75.65 for Advanced Health Education.

4. Worksite Experience - To thoroughly master classroom instruction in academics, theory, and skills, students need to see how they relate in the workplace and need opportunities to practice and develop techniques.

Activities:

- Area health care facilities provided space, equipment, and worksite experiences for students in the program. The Liberty and Dayton high school students met daily for the spring semester at Baptist Hospital in Liberty. The adult students and the high school students from all three high schools had lab and clinical training in area nursing homes: Burmont, Golden Charm, and Leisure Lodge. Please refer to Appendix 3, pages 65-

66, for an example of the agreement with nursing homes to provide clinical opportunities.

- Forty-one high school students completed the lecture portion of the nurse aide training program which was offered during the school day; the 24 hours required for lab and clinicals was offered outside the school day. Nineteen students completed the full course. Ten of these decided to take the state certification exam, and 9 passed. Please refer to Appendix 3, pages 67-69, for more information about the nurse aide training program.

5. Support Services for Students - Many special populations students encounter multiple problems in furthering their education. Providing support services allows these students access to education.

Specific Activities:

- Project staff worked closely with high school staff to identify students in need of support services. Childcare and transportation assistance were made available to these identified students.

- College and ISD counselors coordinated career and guidance counseling activities. Each participating high school had a college counselor assigned to assure students easy connections into college.

- Through this project, students in nurse aide training were provided textbooks, lab jackets and all needed support services.

- As students made the transition from high school to college, support services were made available as grant funds allowed for financial aid resource identification, child care, transportation, and textbook assistance. Upon the completion of this program, students area being assisted through regular Perkins student support programs. Four high school students from this program are currently enrolled in Lee College.

6. Placement Services - As students reach exit points in the Tech Prep program, i.e., high school graduation, certificate, or Associate of Applied Science Degree, placement services are being provided.

Specific Activities:

- Project staff served as a liaison between industry and schools to publicize job availability.

- College and ISD counselors coordinated seminars in job seeking skills: completing applications, resume writing, and interviewing for all students who participated in the program.

- Students who have enrolled in Lee College will be provided full placement services through the Lee College Placement Office. These services include job seeking seminars, job fairs, job bank, and job referrals.

- All nine students who obtained nurse aide certification through this project were offered immediate employment in the health field. Ten of the students are currently employed in the health care field.

7. Program Approval - Each Tech-Prep program must be approved by the tri-agency (Texas Higher Education Coordinating Board, the Texas Education Agency, and the Texas Department of Commerce).

Specific Activities:

- Health care providers in the targeted area and representatives from the Texas Medical Center were involved in determining workforce demand for health occupations.

- All required documentation for Tech Prep program revision was compiled.

- Documentation was submitted to the tri-agency for approval.

Planning for 1994-95 and Beyond

The three high schools and the area health care providers that participated in the model project year are thoroughly committed to continuing and expanding the program. They have been joined by six other area rural high schools that want to initiate the program for school year 1994-95. Please see Appendix 4, page 71, for a sample of the program articulation signed by each participating school:

Anahuac High School, Anahuac ISD
Cleveland High School, Cleveland ISD
Hardin High School, Hardin ISD
Hargrave High School, Huffman ISD
Hull-Daisetta High School, Hull-Daisetta ISD
Tarkington High School, Tarkington ISD

Each of the communities are characterized with growing number of jobs in the health care field and a significant lack of trained, qualified workers. The high schools are small, ranging in size from only 100 to 900 students. None has the body of students interested in health care fields to support a full time teacher, and the likelihood of finding a person who meets the TEA certification guidelines to teach health care occupations is very bleak.

Lee College, in partnership with these nine rural high schools, has submitted to the Tri-Agency four Tech Prep plans articulating high school programs into the allied health programs offered at Lee College. Six year plans for grades 9 through 14 for the following programs are included in Appendix 4, pages 72-75:

Emergency Medical Technology
Licensed Vocational Nursing
Associate Degree Nursing
Health Information Technology

The high school programs were developed with four objectives in mind: (1) provide students an overview of the health care field; (2) provide them enough worksite experience that they can determine that they truly wish to pursue a career in health care; (3) provide opportunities for them to gain the job skills needed to become employed in the health care field upon graduation from high school; and (4) provide them a strong academic basis in math, science, and communications so that they can succeed in postsecondary education. Each high school program includes two health care occupations courses:

I. Health Care Science (1/2 or 1 unit) - 11th or 12th grade

This course includes both the essential elements common to all health occupations programs and the two essential elements with nine and five subpoints respectively required for the Health Care Science course. Please refer to Appendix 4, page 76-78, for the essential elements as established by the State Board of Education Rules for Curriculum, Chapter 75.84.

In addition to these essential elements, the one semester course includes the lecture portions of the Texas Nurse Aide Registry and Training Program as established by the State of Texas Department of Health. Students are given the opportunity to complete the nurse aide training course by taking the 24 required hours of lab and clinicals outside the school day during evenings and weekends. Students are also provided, outside the school day, the opportunity to take both the written and clinical tests for Nurse Aide certification. Please refer to Appendix 4, pages 79-85, for a full description of the Nurse Aide Training curriculum and requirements for certification as a Nurse Aide.

Location for 1/2 unit course: Away from the high school campus in a health care provider facility.

Teacher for 1/2 unit course: A Lee College nursing instructor certified to teach the Texas Nurse Aide Registry and Training Program.

The two semester, one unit course includes are the required essential elements, the Nurse Aide training as described above plus training as Emergency Care Attendant through the U. S. Department of Transportation and the Texas Department of Health. This provides instruction, demonstration. and skills practice in developing the knowledge and skills in initial assessment and care of ill and injured patients. Students satisfying all course requirements are eligible to apply for certification, by examination, from the Texas Department of Health as an Emergency Care Attendant. This portion of the course is articulated to Lee College's EMMT 1300. Upon successful completion of the exam, students may receive 3 hours articulated credit at Lee College.

Location for the 1 unit course: At least one semester away from the high school campus in a health care provider facility.

Teachers for 1 unit course: One semester taught by a Lee College nursing instructor certified to teach the Texas Nurse Aide Registry and Training Program. The other semester taught by a paramedic certified by the Texas Department of Health or the National Registry as an EMT -Paramedic.

II. Health Occupations Education I (2 - 3 units) - 12th grade

Prerequisite: Health Care Science

This course thoroughly covers both the essential elements common to all health occupations programs and the three essential elements with each of the subpoints required for the Health Occupations Education I course. Please refer to Appendix 4, page 86 for these essential elements as established by the State Board of Education Rules for Curriculum, Chapter 75.84.

The course will follow the following outline:

Week 1 (classroom)	Orientation to the program Overview of health care occupations
Weeks 2 - 4 (classroom)	Overview of Patient Care Expectations in the workplace - behavior, knowledge Review CPR and First Aid Medical Terminology Review of Safety and Infection Control Review Vital Signs Review Anatomy and Physiology
Weeks 5 - 19 One day per week Classroom:	Ethics and Legal Issues Financing Health Care Community Health Resources The Professions within Health Care Education for Health Professions Medical Terminology
Four days/week Preceptorship:	Five three week rotations through health care facilities available in rural communities, including: Hospital Emergency Room — Dietary Hospital Acute Care — Medical Records Home Health Care — Nursing Home Physical Therapy Clinic — Dentist Office Emergency Medical Services — Outpatient Clinic Industrial Occupational Safety — Veterinarian
Weeks 20 - 34 One day per week Classroom:	Ethics and Legal Issues Body Systems Community Health Resources The Professions within Health Care Education for Health Professions Medical Terminology
Four days/week Preceptorship:	Student Choice: Three five week rotations through health care facilities available in rural communities as listed above. or One 15 week volunteer or paid placement with one health care provider.
Weeks 35 - 37 (classroom)	Summation Evaluation Further Education Job Seeking Skills

Location for Health Occupations I: Participating high schools have two options of locations for conducting the classroom portion of the class:

(1) in the high school, or
(2) in a health care facility.

All preceptorship placements will be in health care provider sites.

Teacher for Health Occupations I: The participating high schools have two options for providing a teacher based on the location of the class:

(1) If the classroom portion is taught in the high school, it will be taught by a registered nurse or other allied health professional who has completed at least two years of training in a ield that requires national certification testing.

(2) If the classroom portion is taught in a health care setting, the teacher for the classroom portion will be a health care professional.

In either case, the teacher will be assisted by a teacher with vocational/coop certificcation to set up preceptorship rotation and monitor student attendance and participation.

Students who complete one of the four suggested high school plans to pursue an allied health program at Lee College will be able to receive 6 college semester hours of articulated credit with Lee College for EMMT 1310 Medical Terminology and DATP 1306 Microcomputer Applications. They will be encouraged to seek credit by examination for MATH 0110 Math for Allied Health, CHEM 1270 Basic Chemistry, and BIOL 2404 Human Body.

PART IV. EVALUATION

An ongoing formative evaluation was conducted which included:

-input from advisory committee
-evaluation of staff development activities by participants
-regular meetings with joint secondary and post-secondary faculty
-feedback from students

Based on this evaluation, the plans of operation for the project were revised during the project year. Please refer to Appendix 5, pages 88-103, for the revised plan of operation with comments. Examples of revisions included:

-Conducting a health fair on the Lee College Campus. Over two hundred students from seven area high schools toured the Lee College Allied Health programs, visited the wellness center, met college counselors, and were provided information by area health care employers.

-The timeline for curriculum development was restructured to June to allow more teachers to participate.

-An additional adult Nurse Aide training class was added due to the great demand for the program.

-Also due the great demand for the program, 40 high school students were accepted into the one semester Advanced Health/Nurse Aide Training course.

A summative evaluation was conducted at the completion of the project by the advisory board and project staff. Details of the evaluation are included in Appendix 5, pages 104-114. This project achieved all three of its objectives. Significant accomplishments of the project include:

I. Adult Bridge Program

- Twenty-three adults participated, 21 completed the Nurse Aide training, and 15 became certified as Nurse Aides. Within the project year, 19 became employed within the health care field, 4 completed a GED, and 4 pursued enrollment in Lee College certificate and Associate of Applied Science Degree programs.

II. High School Tech Prep Program

- Forty students enrolled in the program, 16 took the optional lab and clinicals of the Nurse Aide Training, and of the eleven who took the state exam, ten passed. Ten students were immediately employed within the health care field. Twelve have stated that they intend to pursue further allied health education, and eight have initiated enrollment at Lee College for 1994.

III. Dissemination

- Project staff and representatives from the participating high schools gave two conference presentations:

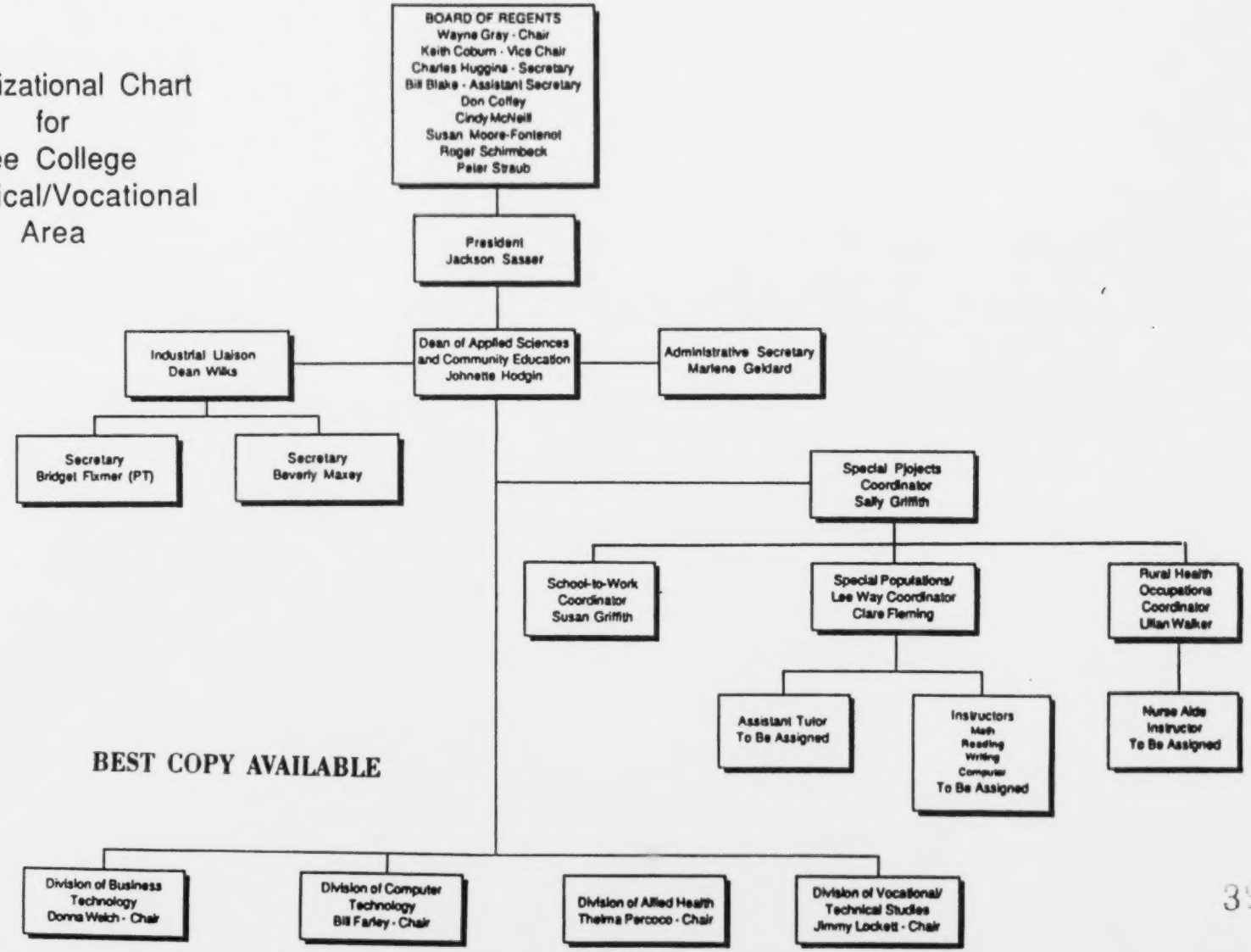
February, 1994	Gulf Coast Tech Prep Consortium "Getting a Tech Prep Program Approved"
March, 1994	Texas Tech Prep Conference "Tech Prep in Rural Areas"
May, 1994	Gulf Coast School-to-Work Conference "Establishing School-to-Work Programs"

- This manual will be distributed to each Tech Prep Consortium.

APPENDIX 1

GENERAL PROJECT INFORMATION

Organizational Chart for Lee College Technical/Vocational Area



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RURAL HEALTH OCCUPATIONS MODEL PROJECT COORDINATOR JOB DESCRIPTION

Under the direction of the Dean of Vocational/Technical Studies, the coordinator shall be responsible and provide leadership for all activities related to the rural health occupations model project.

Duties:

1. Implement approved plan of operation.
2. Execute operating budget per Lee College's fiscal policies and procedures.
3. Prepare and disseminate all requisite reports, correspondence, and curriculum materials.
4. Convene and facilitate all advisory committee meetings.
5. Plan, complete, document, and report all evaluation activities.
6. Coordinate all staff and curriculum activities associated with the approved plan of operation.
7. Work with Lee College faculty and administrators, partner ISD staff, and business and industry to compile all needed documentation for application packet for program approval/revision.
8. Disseminate project information through presentations and newsletters.
9. Complete and maintain all records of this project. Assure that duplicates are filed in Dean of Voc/Tech's office.
10. Compile activities, evaluations, and reports in a project manual. Make manual available to other Tech-Prep Consortia.

Qualifications for this position:

Bachelor's degree in allied health field
Three years of recent experience in teaching
Experience in curriculum development
Experience working with special populations

CURRICULUM / INSTRUCTION SPECIALIST
JOB DESCRIPTION

Each specialist will report to the Project Coordinator.

Specific duties for this project include:

1. Through staff development activities, become knowledgeable on hands-on learning, and use of technical applications within academic coursework.
2. Relate identified knowledge and skill competencies to learning activities and authentic assessment measures.
3. Develop assessment tools for knowledge and skill identification.
4. Develop, with business and industry input, a coherent sequence of activities for development of identified competencies.
5. Provide input to employers developing on-the-job skill development programs.
6. Compile all classroom and on-the-job activities into a coherent curricula for grades 9-14.
7. When appropriate implement curricula into classroom.
8. Evaluate and revise curricula.

Minimum Qualifications:

Education: Must meet minimum educational requirements of primary employers and/or teaching discipline: Associate degree, bachelor's degree, or master's degree.

Experience: Working knowledge of curriculum development processes such as DACUM,and competency-based curriculum principles and format are highly desirable.

PART TIME INSTRUCTOR
JOB DESCRIPTION

Under the general direction of the project coordinator, a part time instructor will be responsible for teaching three nurse's aid courses within the targeted areas of Liberty and Chambers counties.

Specific duties include:

1. Preparation of lessons for instruction to meet Texas Department of Health licensing requirements for nurse's aide training.
2. Teaching both classroom and practicum segments of nurse's aid course.
3. Working with area nursing homes to secure practicum sites.
4. Assist students with all required paperwork for licensure.
5. Complete all student records and reports required by Lee College.

Qualifications:

Education: An earned associates degree with a major in health or related field is required, bachelor's degree in health of related field is preferred.

Experience: Must meet Texas Department of Health requirements for teaching nurse's aid course, which include:

a. Registered nurse license, and
b. Experience working in nursing homes.

Lee College
Minutes Of Advisory Committee
For Rural Health Occupations Program
September 28,1993
(Corrected October 19,1993)

The first meeting of the Advisory Committee for the Rural Health Occupations Program was held at the Dayton Independent School District, Administration Building, at 2:07 pm on Tuesday, September 28,1993.

Members present included Wanda Brazzel, Kathy Keeler, Peggy Bohannon, Celia Ann Saterbak, Molly Redman, Leonard Goodin, Sharon McClelland, Denman Watson, James McDonald, Tim Gassiott, David Griffith, Chris Bettis, Minnie Smith, Patricia Beaugh, LaVonne Smith, Inez Williams, Rod Seidel, Pam Sapp, Carolyn Foster, Marianne Barry, Ernie Whitener, Joe Crane and Charles Kaemmerling.

INTRODUCTION OF MEMBERS

Lillian Walker, Program Specialist for the Rural Health Occupations Program, began the meeting by introducing Dr. Donnetta Suchon, Dean of Academic Studies, Lee College. Dr. Suchon welcomed the members on behalf of Lee College. The members introduced themselves. There were no special; guests.

OVERVIEW OF THE PROGRAM

Lillian Walker gave the mission and goals of the Rural Health Occupations Program. Lee College was funded through the Perkins Act to develop a model project within the Rural Counties of Chambers and Liberty to meet the current and future needs for health care professionals. Lillian also reviewed the objectives of the program which is to develop Tech-Prep Program with area high schools that will better prepare special populations for technical training and health occupations and to develop a bridge program to allow special populations program adult students to enter the program at the community college level. The evaluation of the program was emphasized. Each member was given a manual to reflect said information.

NURSE AIDE TRAINING PROGRAM

Kathy Keeler, Coordinator for Continuing Education Division, Lee College, gave an overview of NAT program that will be offered by Lee College.
Classes will be held in rural areas of Liberty and Dayton School Districts. The classes will be 80 hours/56 hours classroom/lab and

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24 hours clinical. The State Examination will be a part of the training. Four weeks after the test, students will be placed on the registry. Each student receive a Certificate Of Completion. The classes will be scheduled during the month of October.

ROUND TABLE/
CURRICULUM COMMITTEE
NURSE AIDE TRAINING COMMITTEE

Lillian Walker at 2:30 pm asked the committee members to break up into groups to discuss Curriculum and Nurse Aide Training. Lillian also asked that the committees would place emphasis on recruitment. Dr. Suchon headed up the committee for Curriculum and Mrs. Keeler presided over the committee for Nurse Aide Training.

OPEN DISCUSSION/
COMMITMENTS AND GOALS FOR
1993-1994

The committee assembled at 3:15 pm. David Griffith spoke on the expectations of the program and Denman Watson asked about liability insurance for 17 and 18 year old for Nurse Aide Training. The open discussions was closed by Lillian Walker asking for goals discussed to be followed up by next meeting. Lillian asked members to select the Advisory Committee Chairperson, Vice-Chairperson and Secretary Officers for next meeting. The next meeting will be held at the Baptist Hospital in Liberty,Texas,Tuesday,October 19,1993 at 2:00 pm.

The meeting was adjourned at 3:15 pm.

Respectfully submitted,

Lillian Walker
Program Specialist

cc: Sally Griffith

LEE COLLEGE
MINUTES OF THE ADVISORY COMMITTEE
FOR THE RURAL HEALTH OCCUPATIONS PROGRAM
OCTOBER 19,1993

The second meeting of the Advisory Committee for the Rural Health Occupations Program was held in the conference room of the Baptist Hospital,Liberty, Texas at 2:00pm on Tuesday,October 19, 1993.

Members present included Sharon McClelland, Tim Gassiott, Pam Sapp, Ernie Whitener, David Griffith, Denman Watson, Inez Williams, Carolyn Foster, Joe Crane, Peggy Bohannon, Leonard Goodin, James McDonald, Chris Bettis, Patricia Beaugh, Marianne Barry, Frank Williams Jr. New members Mary Jones, and Katrena Heckford.

The meeting was call to order at 2:00pm. The minutes are as follows:

WELCOME AND ACKNOWLEDGEMENTS:

Sally Griffith, Special Project Coordinator,Lee College
Dr. Donnetta Suchon, Dean-Academic Studies,Lee College
Carolyn Chennault, RN,LCDC,Baptist Hospital,Liberty
Carolyn Thurton,Counselor,Liberty High School ,Liberty

SELECTION OF ADVISORY COMMITTEE OFFICERS:

The members of the Advisory Committee voted unanimously as follows:

Chairperson	David Griffith
Vice Chairperson	Denman Watson
Secretary	Katrena Heckford

READING OF THE LAST MINUTES : were read and corrected. Correction will be mailed to the members.

PROGRAM UPDATE:

The Nurse Aide Training Program in Liberty is progressing successfully. Thanks to,Mr. Leonard Goodin, Director of Burmont Nursing Center and Mr. James McDonald, Director of Golden Charm Nursing Home for providing space for clinical. The advertisement in the Liberty Vindicator is adding to the success of the program as well. We also received free air time from radio station KPXE, Liberty. The student enrolled in the program received daycare assistance,through Lee College. The Pumpkin Patch Childcare Center is providing this service.

Round Table Discussion:

Commitments and goals were discussed from last month's meeting. Chairperson,David Griffith presided in the discussion. From this discussion a volunteers list to provide guest speakers in the high

school health care classes was made. The volunteers included

members, Peggy Bohannon, Carolyn Foster, Marianne Barry, and Mary Jones.
Chairperson David Griffith called for an Advisory Committee Meeting Workshop design to development a curriculum for the Tech Prep Program in the high schools. The members agreed to meet November 8, 1993 at Barbers Hill High School. Chairperson David Griffith would facilitate the workshop.

Open Discussion:

Chairperson, David Griffith open the discussion with comments in regards to Barbers Hill ISD students excitement, of the spring Health Care Program that will be offered through Lee College Tech Prep Program. Discussion to hire a part time instructor for the program at Liberty and Dayton ISD were also discussed. Other concerns were directed to the Program Specialist to send letters to all involved Health Care Providers, asking them for their support through letters direct to Austin. The letters would support the waiver for the schools to provide an instructor in the Health Care classes. The discussion also included possibly providing CPR and First Aide Training as a part of the program. A recommendation to ask for volunteers for those provisions was made.

ADJOURNMENT

Respectfully Submitted,
Katrena Heckford
Secretary

cc:Sally Griffith

RURAL HEALTH OCCUPATIONS
ADVISORY COMMITTEE MEETING WORKSHOP
CURRICULUM DESIGN,DEVELOPMENT AND
IMPLEMENTATION
BARBERS HILL HIGH SCHOOL
MONDAY,NOVEMBER 8,1993
THEATER ARTS ROOM 167
10:00AM-12:00PM
CHAIRPERSON/FACILITATOR:DAVID GRIFFITH

AGENDA

10:00 Coffee and Donuts

10:25 Welcome/Chairperson David Griffith

10:30 I. Overview/Facilitator
What progress has the program made?
Disseminating career awareness materials
Contact development
Implementing Nurse Aide Training Program/Bridge
Student recruitment

10:45 II. Group Committee Facilitator Sessions

A. HEALTH CARE PROVIDERS GROUP
1. Identify skills needed for performance.
2. Identify problems Health Care Providers experience in the workforce.

B. NURSE AIDE REGISTRY TRAINING GROUP
1. What are the competencies needed to success in Nurse Aide Training.
2. Identify the base skills for Nurse Aide Training.
3. What would the prospective employer expect from a skill Nurse Aide.
4. At what pace would students progress through the Program.
5. What would you recommend for program improvement.

C. HEALTH CARE EMPLOYER GROUP
1. General skill and knowledge needed to success on the entry level position.
Performance
Decision making skills
Communication skills

11:30 Break

11:40 Group Report

12:00 Lunch

Adjourn

LEE COLLEGE
MINUTES OF THE ADVISORY COMMITTEE
FOR THE RURAL HEALTH OCCUPATIONS PROGRAM
JANUARY 25,1994

The third meeting of the Advisory Committee for the Rural Health Occupations Program was held at the Barbers Hill Independent School District,C.T. Conference Building, at 2:00pm., on Tuesday, January 25,1994.

Members present included Ernie Whitner, Pam Sapp, Mary Jones, David Griffith, LaVonne Smith, Leonard Goodin, Chris Batties, and Carolyn Foster.

The meeting was call to order by David Griffith, Chairperson at 2:00p.m. The minutes are as follows:

WELCOME AND ACKNOWLEDGEEMENTS

Sally Griffith, Special Project Coordinator, Lee College
Joyce Enloe, Part-time Instructor Nurse Aide Training, Lee College
Lillian Walker, Program Specialist, Lee College

READING OF THE LAST MINUTES

The reading of the last minutes were read and approved.

SPECIAL GUEST

Liz Grimsley, Instructional Media Center Coordinator was unable to attend the meeting. Ms. Grimsley was to discuss the making of the video for the Tech Prep Program.

Teresea Savoie,R.N. Consultant Nurse Aide Training Director for Lee College was present, to discuss the need to apply for new locations, for the Nurse Adie Training. She explain the state requirements for the loacations and the need to complete applications in order to apply for State Testing. It was recommended that we name the new programs for the High Schools Rural Health Program,Lee College Rural Health-Barbers Hill and Lee College Rural Health-Liberty/Dayton.

GROUP DISCUSSION

Chairperson David Griffith would like a copy of TechForce 2000, Ski8lls and Competencies For Health Care Occupations In The Texas Medical Center, issue January 1994, given to every Advisory Member. The issue is a project of The Gulf Coast Quality Work Force Planning Committee, which strongly encourages the need to become

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more focused on teaching skills necessary for success.

Open group discussion was held, in regards to plans for the Career Awareness Activity for April. Program Specialist,Lillian Walker gave an update on plans and the progress of the planning committee. The activity would be held in April and all middle and high schools in the rural and local areas would be invited to attend. Other plans for activities such as mentoring programs were discuss.

A scrapbook of the progress of the program for 1993-1994 was provided by the Program Specialist to share with the members.

ADJOURN

Respectfully Submitted,

_____

Lillian Walker
Program Specialist

cc: Sally Griffith

LEE COLLEGE

May 19.1994

Dear Advisory Committee Member:

The Rural Health Occupations Advisory Committee, fourth quarterly meeting will be held Thursday, May 26, 1994 at Baptist Hospital, Liberty, in the conference room. The meeting will be held from 2:00pm until 3:30pm.

The agenda will include:

* Rural Health Occupations Model Project 1993-94 Evaluation

* Evaluation of Recruitment Video

* Evaluation of Recruitment Brochure

* View Slide Presentation

* Special Presentations

Your participation and input is needed as we end the fiscal year 1993-94. Please contact me if you need further information at (713)425-6524 or Mrs. Carolyn Chennault, R.N., Director of Nurses, Baptist Hospital at (409) 336-7316.

Thank you for this wonderful and successful year. We look forward to your attendance.

Sincerely,

Lillian Walker
Program Specialist
Rural Health Occupations

cc:Sally Griffith

P. O. Box 818 • Baytown, Texas 77522 • 713-427-5611

Lee College does not discriminate on the basis of sex, handicap, race, color, age, religion or national origin.

Advisory Committee

Marianne Barry
E.M.T. Instructor
Lee College

Patricia Beaugh
Director
Leisure Lodge Nursing Home

Nancy Bell
Director of Nurses
San Jacinto Methodist Hospital

Chris Bettis
Director of Nurses
Bayside Community Hospital

Peggy Bohannon
Nursing Instructor
Lee College

Wanda Brazzel
Education Department
Baycoast Medical Center Hospital

Joe Crane, Ed., D.
Superintendent
Liberty ISD

Tim Gassiott
Vocational Director
Dayton ISD

Leonard Goodin
Administrator
Burmont Nursing Center

David Griffith
Teacher
Barbers Hill ISD

Robert Florus
Emergecy Medical Service
Mont Belvieu Service

Kathy Keeler
Continuing Education
Lee College

James McDonald
Golden Charm Nursing Home
Liberty

Sharon McClelland
Administrator
Liberty ISD

Molly Redman
Nurse
Redman Family Clinic

Pam Sapp
Administrator
Barbers Hill ISD

LaVonne Smith
Nurse
Barbers Hill ISD

Denman Watson
Teacher/Voc. Adm
Liberty ISD

Ernie Whitener
E.M.T. Instructor
Lee College

Frank Williams
Administrator
Liberty Baptist Hospital

Inez Williams
Nurse
Baycoast Medical Center

APPENDIX 2

ADULT PROGRAM

Nurse Aide Training

ENROLL NOW!!

The Continuing Education Division of Lee College offers fall Health Care classes in Nursing Aide Registry and Training

Classes are a part of an eighty (80) hour certificate program approved by the Texas Department of Health. A Certificate will be awarded upon the successful completion of 56 hours of classroom work and 24 hours of clinical experience.
Tuition assistance is available to low income participants.

Locations:

Liberty High School	Dayton
Oct. 18 - Nov. 12	Nov. 18- Dec. 17

Classes meet from 4:00-8:00 p.m., Monday through Friday (20 sessions).
Cost is $224.50

60th LEE COLLEGE DIAMOND ANNIVERSARY 1934-1994

For More Information:
Lillian Walker
Program Specialist
Rural Health Occupation
713-425-6524

To Register:
Call Lee College
Continuing Education
713-425-6311
800-621-8722

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CALENDAR ITEM AND REQUEST FOR MEDIA COVERAGE

Date: Nov. 9, 1993

Subject: Ceremony set for Lee College rural health program grads

Submitted by: David Mohlman, writer/photographer (713-425-6566)

Contact: Lillian Walker, program specialist, Rural Health Occupations (713-425-6524)

Graduates of a Lee College Nurse Aide Registry and Training program in Liberty County will receive awards in a ceremony set for 5 p.m. Nov. 12 at Liberty High School.

The program prepares students to take the Texas Department of Health examination to qualify for employment as a nurse aide at a nursing home or other Medicare and/or Medicaid-approved long term care facility. The 80 hours of training, approved by the Texas Department of Health, provides 56 hours of lecture/lab and 24 hours of clinical experience.

A rural health occupations grant to Lee College funded this particular class, offered in cooperation with the Lee College Continuing Education Division. Sally Griffith, LC special populations coordinator, directs Lee College Rural Health Occupations.

For more information about job training opportunities provided through Lee College Rural Health Occupations, call Lillian Walker, program specialist, at (713) 425-6524.

NEWS ITEM AND REQUEST FOR MEDIA COVERAGE

Date: Dec. 7, 1993

Subject: Ceremony set for Lee College rural health program grads

Submitted by: David Mohlman, writer/photographer (713-425-6566)

Contact: Lillian Walker, program specialist, Rural Health Occupations (713-425-6524)

Graduates of a Lee College Nurse Aide Registry and Training program in Liberty County will receive awards in a ceremony set for 5 p.m. Dec. 14 at Dayton High School in Dayton.

The program prepares students to take the Texas Department of Health examination to qualify for employment as a nurse aide at a nursing home or other Medicare and/or Medicaid-approved long term care facility. The 80 hours of training, approved by the Texas Department of Health, provides 56 hours of lecture/lab and 24 hours of clinical experience.

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For more information about job training opportunities provided through Lee College Rural Health Occupations, call Lillian Walker, program specialist, at (713) 425-6524.

The Vindicator
Sunday, December 19, 1993

Today's People

Liberty County Graduates Of Lee College

Area Graduates Receive Certificates

LIBERTY COUNTY — Graduates of Lee College Nurse Aide Registry and Training program in Liberty County received their Certificate of Completion, November 12, 1993 at an Award Ceremony held at Liberty High School.

Special guest speaker was Carolyn Chenault, RN, LCDC, Quality Assessment Inservice Coordinator, Baptist Hospital, Liberty.

The program prepares students to take the Texas Department of Health examination to qualify for employment as a nurse aide at a nursing home or other medical facilities.

Laura Lynn, instructor for the class, said that 94% of the graduating class in Liberty pass the state examination.

The students are Lois Berry, Lois Brandt, Bridget Caldwell, Shari Conboy, Dorothy Cullen, OUTSTANDING STUDENT, Jessica Enloe, Lee Paul Frank, Sandra Hendryx, Linda Johnson, Selina Jordan, Sadie Neal, Renee Riggs, Paula Sanders, Anna Tanner, Linda Terrell, Bernadine Valeal, Michelle VanEtta, Tyvana Walston, Tonya Winfield.

A rural health occupations grant to Lee College funded the program, offered in cooperation with the Lee College Continuing Education Division. Sally Griffith, LC Special Populations Coordinator, directs Lee College Rural Health Occupations.

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RURAL HEALTH OCCUPATIONS PROGRAM

GRADUATES OF LEE COLLEGE NURSE AIDE REGISTRY TRAINING
DAYTON,TEXAS

Student Information

Social Security Number _____ Date _____

Name _____
Last First Middle Initial

Address _____
No. and Street/Apartment No.

_____
City State Zip

Telephone _____ Alternate Telephone _____

Marital Status: __Married __Unmarried __Widowed __Divorced ___Separated

Do you have children? __Yes __No Ages of children _____

Do the children live with you? _____ Do you have your own transportation? _____

Financial Aid

Have you applied for financial aid? __Yes __No When? _____

Have you been awarded financial aid for the fall/spring semester? _____

Will you be receiving services through AFDC or Food Stamps? __Yes __No Which one? __

Educational History:

High School _____
High School Name Year Graduated

If GED earned, give date _____ Name of institution _____

Other Education _____

Have you taken the Lee College Placement tests yet? __Yes __No

Educational Goal:

What is your main objective in attending Lee College? _____

For Office Use Only

Placement Test Scores:
Reading_____ Writing_____
Math_____

Interviewed by _____
Dates contacted: _____ _____
_____ _____ _____

APPENDIX 3

1993-94 HIGH SCHOOL PROGRAM

What Is Health Occupations Tech Prep?

- *It is a program created by Lee College and your school to train you in the medical field.*
- *It will give you the skills you need to support yourself in the growing field of health occupations, by the time you graduate from high school.*
- *It enables you to receive this training in your school district, without having to travel a long distance.*
- *It also enables you to receive college credit while you are still in high school; if you decide to go to college after you graduate, you will already have college credit at Lee College for some courses required in the medical field.*

Place Postage Here

Lee College
P O Box 818
Baytown, TX 77522-0818

An Affirmative Action/Equal Opportunity Institution

Health Occupations

Careers Involved In Helping Others...

What Will I Learn?

- In your first health occupations course, you will receive an overview of the health care field, and some hands-on training
- In the second year course, you will receive hands-on experience through internships in at least six health care settings, such as acute care, emergency room care, medical records, physical therapy, doctor's offices, dentist's offices, and veterinarian clinics

What Will I Receive?

- Nurse Aide Training & Registration
- First Aid Certification
- CPR Certification
- College credit while still in high school

What Can I Do With This Training?

After high school graduation with Nurse Aide Registration, you may choose to become a nursing assistant in a hospital, nursing home, or home health care facility

With on-the-job training, you may become a monitoring technician, cardiopulmonary technician, ward clerk, phlebotomist, EEG or ECG/EKG technician

You may enroll at Lee College for further training to become an emergency medical technician, medical records technician, licensed vocational nurse, registered nurse, or chemical dependency technician

If you decide to receive further education, you may become a medical doctor, dentist, veterinarian, industrial hygienist, pharmacist, etc

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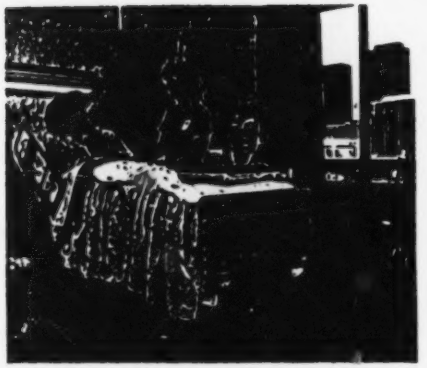

Can Lee College Give Me Any Further Assistance?

When you enroll at Lee College we may also be able to assist you with

- career awareness
- tutoring
- textbooks
- financial aid
- transportation
- counseling
- childcare

What Steps Do I Take?

1. Contact your high school counselor and ask for help in planning your courses for the Health Occupations Tech Prep Program
2. Plan to take courses in math, algebra, English, biology, chemistry, history, and computers while you are in high school

The Lantern

Thursday,
April 21, 1994
Vol. 26, No. 5

A student publication of Lee College Baytown, Texas 77520

Local high schools participate in Partners in Health and Hope

Melinda Carwile

OF THE LANTERN STAFF

Lee College hosted Partners in Health and Hope, a program for students planning to go into health related careers, which was sponsored by Rural Health Occupations program, on April 14.

L C is offering a course entitled Rural Health Care I at Liberty Baptist Hospital for high school students from Dayton, Liberty and Barbers Hill.

L C has an agreement with all three high schools that students will receive credit for the course if the student choose to attend Lee College.

According to the program's director, Lillian Walker, most students do not want to attend a four year school. Instead most students plan to go into the their field of study right out of school and rest want to go to a community or junior college to finish their studies.

On April 14, students in the program were allowed to speak with counselors and meet with consultants and health professionals that were on campus for Partners in Health and Hope.

Students were also given an overall tour of the campus and the students also visited the new wellness center.

Students in the program recieve nurse's aid training and certification and can be hired into entry level positions at nursing homes, home health services, and hospitals. The program currently has 40 students enrolled with 15 going into clinicals by April 22. About 40 more students are expected to join the program in August.

If students need any information they should contact Lillian Walker at 425-6524 or Sally Griffith at 425-6822.

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Lee College, Baptist Hospital, Liberty ISD Offer Rural Health Care I Course In Liberty

LIBERTY — Rural Health Care I is an advanced Health Science Class which is in conjunction with Lee College, Baptist Hospital, Liberty ISD, Liberty High School students in the class receive instruction at Baptist Hospital with instructor Mrs. Joyce Enloe, from Lee College and hands hands on experience in the classroom.

This is an experimental class for the purpose of providing health care for rural areas with skilled entry level workers and to prepare high school graduates to succeed in post-Secondary allied health programs.

Health Care Science is a targeted occupation area from the Gulf Coast Regional Quality Workforce Planning Committee. This course is aimed at providing students an overview of the health care fields plus some basic hands-on training and certification to make them employable upon high school graduation.

A six year tech prep plan has been developed by Liberty ISD and Lee College, a post-secondary institution. Elements of the course will consist of; undertaking the overview of the health care industry, gaining awareness of career options in health care industry, earning a certification in first aid training and CPR training, complete all classroom instruction for nurse aid training by attending labs and clinicals during out-of-school hours.

Upon completion of the course, students are eligible for the examination to become a certified nurse aid, and for Post Secondary Training in a medical field.

Liberty High School Programs

Rural Health Care I Taught At Liberty High School

Pictured are: front row, L-R; Mrs. Joyce Enloe, Jada Harmon, Jennifer Pouncey, Stacey Rayburn, Janitra Garcia, Amy Brewer, Chris Jones. Back row, L-R; Jose Hernandez, Jessica Smith, Cort Fregia, Lacey Welton, Amanda Maxwell, Merideth Bagwell, Ryan Giese, Matthew Smith and Paige Spears.

APPENDIX 3

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Partners in Health and Hope...

Rural and Urban Career Fair

Lee College

- *Health Careeers Information*
- *Exhibits*
- *Demonstrations*
- *Tours*

Date: Thursday, April 14, 1994

Time: 9 a.m. - noon

Place: Lee College - Allied Heath Department
McNulty-Haddick Complex, 711 W. Texas, Baytown

Sponsored by: Rural Health Occupations Program
Lillian Walker 713-425-6524 or Sally Griffith 713-425-6822

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Lee College does not discriminate on the basis of sex, disability, race, color, age, religion or national origin.

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◆◆◆◆◆ Tell Us About Yourself ◆◆◆◆◆

Name _____ Phone# _____

Address _____

Birthdate _____ Grade _____

Name of Your School _____

Homeroom Teacher _____

SS# _____

Name three careers that interest you.

1. _____

2. _____

3. _____

LEE COLLEGE

Rural Health Occupations Program
713-425-6524

RURAL HEALTH OCCUPATIONS MODEL PROJECT
CURRICULUM DEVELOPMENT WORKSHOP
LEE COLLEGE
JUNE 7,8, AND 9TH, 1994

The Rural Health Occupations Model Project Curriculum Development Workshop was held at Lee College on June 7,8,and 9th, 1994. Participates included Suzanne Kimball,Dayton ISD, William Harris, Cleveland ISD,Richard Blalock,Liberty ISD,Geraldine Brown,Anahuac ISD,Marice Ivey,Lee College, Paulette Hauerland,Crosby,ISD,James Timmons,Lee College,Elizabeth Glenn,Anahuac,ISD,Carolyn Foster, Lee College,Amy McCandless,Lee College,Ernie Whitener,Lee College,Ken Hahn,Barbers Hill,ISD,John McMillon,Lee College,Judy Etzel,Lee College,and Sharon Capps,Lee College.

HEALTH CARE TEAM

PURPOSE

To develop and structure classes to meet all of the state requirements and essential elements guidelines. The integration of academic and technical education will be developed to improve curricula and instructional methods. Giving the need of the community will determine the goals of the program requirements. Participant will evaluate ways to help special populations succeed.

RECOMMENDATIONS

In order to determine whether programs would work, instruments such as syllabuses and written proposed curriculum were match with course work from Lee College and each school district. Offerings such as Health Care Science would be proposed to be offered in the 11th or 12th grade, and would include all essential elements of Health Care Science. The course would be 1/2 credit, and would be required by each high school. The Texas Department of Health and Human Service, Nurse Aide Training would be considered as an optional part of the curriculum. Health Care Occupations I, would include all essential elements as well as medical terminology equivalent to Lee College, Emergency Medical Technology, Math Applications in Allied Health fields, Math and Chemistry Applications in Allied Health fields. The Health Care Occupations I, course would be proposed for the 12th grade. Students would be provided with placement test which they would have to place in Reading, Math and English. Steps and suggestions to help the student to succeed include changing sequences of courses such as sciences, notifying students of career requirements, and providing college services to high school districts.

BIOLOGY AND SCIENCE TEAM

PURPOSE

Examine the curriculum and sequencing of science coursework from high school to college to better assure student success. Emphasis on health occupations areas.

RECOMMENDATIONS

Emphasis on the ways to teach the program and the best way to benefit the students enrolling into college courses were the priorities of the team. Idealistically the need to made classes and materials more difficult and to give students a large quantity to read, was recommended. The demand to encourage reading and good study skills are evidences of the path that high school students should take. Typically the average high school student will take two years of science and one year of biology. The expectations of the teacher is less due to the contents of the materials which are not difficult. Most teachers feel that the average high school student has to be forced to read. Students who plan to enroll in Lee College, would not have been exposed, to applications and have no skill in problem solving. The current gaps between high school and college lies in the coursework. Courses such as Anatomy and Physiology sure be prerequisite to entering into a health care field at Lee College. Most teachers feel that the students sure be introduced early to science in middle school to determine their interest. Some ways to interest students were recommended,such as field trips, counseling, interest inventory test and career day with returning students who are involved in science careers.
Another factor was goal setting and self discipline. In order to assure greater student success, time sure be spend on resources,stressing applications in the classroom activity, again reading more, better prepare curriculum plan, and getting the student to think more. Another aspect would be to offer courses to introduce careers.

With special emphasis on health occupations,if students take the recommended sequence that are required by state they will not be adequately prepare for college work. Students taking advance placement classes, and honor classes in high school compared to students who do not are most likely to fail college courses at a larger university.

Several advantage of attending a community college are smaller classrooms, individual help, and one on one with the instructor. Other suggestions to help students succeed are, college coursework offered in articulation with high school work, co-enrollment for students to take course with college and high school.

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Some of the gaps that a student may encounter enter into college are lack of adequate course work that is challenging, lack of study skills, lower standards to the quality of course presented, break down in communication at home, and lack of knowledge of the teacher. In order to help the student to succeed it was recommended that we help to promote a stronger family unit by creating a communication between school and family, promote college interest, and demand more discipline from the student.

The next step should be starting with the parents and promoting the efforts of the college and preparations that are needed prior to enrollment. The general concerns were to demand better standards from each school district by articulating skillful programs that will help students to succeed.

Supply and Equipment for Nurse Aide Training Assistant Laboratory Equipment

- Gait Belts
- Mercury Thermometers
- Stethoscopes
- Bed Pads
- Flat Sheets
- Blankets
- Fracture Bed Pans
- Urinary Drainage Bags
- Red Rubber Urethral Catheters
- Denture Cups
- Toe Nail Clippers
- Finger Nail Clippers
- Transfer Belts
- Emesis Basin
- Alcohol Preps
- Latex Gloves
- Pillow Cases
- Geri Nursing Skills Mannequin
- Human Mini Torso
- Human Body Charts

Video Reference

- Infection Control Techniques
- Measuring Temperature
- Measuring Pulse, Respirations, Blood pressure
- Oral Care Techniques
- Lifting and Moving Techniques
- Transfer Techniques
- Techniques in Personal Care
- Techniques in Bedmaking
- Feeding
- Warm and Cold Applications
- Techniques in Toileting and Incontinent Care

Essential Elements
Health Education
Subchapter D 75.65
Section Effective September 1994

Advanced Health Education (1/2 unit)

Advanced health education shall include the following essential elements.

(1) Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to
  (A) Emphasize health as personal priority,
  (B) Practice critical thinking and rational problem solving,
  (C) Relate personal health to personal, educational, and professional achievement,
  (D) Investigate current health and safety issues, and
  (E) Recognize the roles of health and safety occupations in society.

(2) Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to
  (A) Use a systematic approach to acquire health information,
  (B) Improve skills in assessment of the value of health products and services,
  (C) Relate giving and receiving love and maintaining friendships to consideration for well-being of others and to personal well-being,
  (D) Project the effects of personal choices on the quality of life, now and in the future, and
  (E) Demonstrate skills in first aid to persons choking or not breathing.

(3) Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to
  (A) Describe the wide range of resources designed to protect and promote the well-being of groups of people,
  (B) Use systematically acquired, comprehensive health while making choices that affect personal health and the health of society, and
  (C) Identify the roles of individuals, the family, community health departments, and the medical profession in controlling sexually transmitted diseases.

LEE COLLEGE
CONTINUING EDUCATION
511 South Whiting
Baytown, Texas 77520-4796

An Agreement
with

_____

It is mutually agreed by _____and Lee College Continuing Education that clinical experience for students enrolled in the Nurse Aide Training Program will be provided at _____.

It is agreed that the Lee College Continuing Education nursing instructors will provide the teaching, guidance, and evaluation of students or delegate some teaching responsibilities to a qualified registered nurse,if the situation is deemed necessary and the delegated person is in agreement.

Lee College Continuing Education will provide the health facility nursing staff with a schedule for student assignment prior to the beginning of each experience. Both parties will agree in advance on the learning experiences and assignments. The objectives for learning experiences will be provided by the Continuing Education nursing instructors and the learning experience will be evaluated by the _____ staff and the Lee College Continuing Education nursing instructors. Students and faculty members will provide their own transportation.

Lee College is an affirmative action/equal opportunity institution. The Lee College Continuing Education nursing instructors and the _____ do not, and will not, discriminate against any employee, student, or faculty member because of race, creed, sex, or national origin.

The agency will provide:

(a) orientation for assigned Lee College Continuing Education instructors and assist them in orienting students to the health agency,

(b) assignments that will yield experiences compatible with the student's learning objectives,

(c) overall control and supervision of patient care,

(d) learning experiences which are within the scope of the nursing level of the student.

This agreement between Lee College Continuing Education Nurse Aide Training Program and the _____ provides for utilization of _____ services for students registered for clinical practice in nursing and will be subject to review and renewal every two years. The agreement may be terminated by a six month written notice, in advance, and by mutual consent of both parties. This contract will be in effect for two years from the date of the last signature.

_____ _____

date date

_____ _____

(for Lee College) (for Health Facility,

NURSE AIDE TRAINING

Nurse Aide training programs are approved and certified through the Texas Department of Health, Bureau of Long Term Care. Each program must be a minimum of 80 hours training with 24 of those hours being lab and clinical training. The program must provide instruction in safety, infection control, and ethics plus 37 skills and procedures. Upon completing the training, students may take the two part state examination for certification. The first part consists of a written examination covering all topics of the course. Students who pass the written exam are eligible for the skills demonstration portion of the exam. Students are randomly assigned to demonstrate 5 of the 37 skills and procedures and are carefully observed and assessed.

LISTING OF 37 SKILLS

1. Handwashing
2. How to Start Conversations and Send Messages
3. Communicating with Residents who have Vision Loss
4. Communicating with Residents who have Hearing Loss
5. Communicating with Residents who have Problems with Speech
6. Assisting Residents who have Problems with Memory Loss, Confusion, or Understanding
7. Assisting Residents who are Demanding or Angry
8. Moving the Helpless Resident to the Head of the Bed w/ 1 Assistant (using draw sheet or incontinent pan)
9. Assisting Resident with Ambulation
10. Assisting the Resident to Transfer from Chair to Bed or Bed to Chair
11. Assisting the Resident with Ambulation
12. Making the Unoccupied Bed
13. Making the Occupied Bed
14. Tub or Shower Bath with Shampooing the Hair
15. Perineal Care/Incontinent Care - Female with or without Catheter
16. Perineal Care/Incontinent Care - Male with or without Catheter
17. Back Rub
18. Brushing the Teeth
19. Denture Care
20. Mouth Care of the Dependent Resident
21. Shaving the Male Resident - Safety and Disposable
22. Shaving the Male Resident - Electric Razor
23. Hand and Fingernail Care
24. Foot and Toenail Care
25.
26. Oral Temperature/Pulse/Respirations
27. Axillary Temperature/Pulse/Respirations
28. Rectal Temperature/Pulse/Respirations
29. Blood Pressure
30. Weight of Ambulatory Resident
31. Range of Motion (ROM) Exercise for Right or Left Upper Extremity
32. Range of Motion (ROM) Exercise for Right or Left Lower Extremity
33. Assisting the Totally Dependent Resident w/ Dressing, Hair Combing, and Application of Prosthetic Devices
34. Complete Bed Bath
35. Feeding the Dependant Resident
36. Turning Resident on his Side Toward You
37. Assisting Resident with Use of Bedpan

Texas Department of Health
Bureau of Long Term Care
Licensing and Certification Services Division
Nurse Aide Training Program

Nurse Aide Performance Record

Name of Nurse Aide (Last, First, Middle)

Location of Approved Training Program

Social Security Number

Program Code Number

Date of Training / / To / /

Name of Approved Training Program

S = Satisfactory Performance

U = Unsatisfactory Performance

• = Skill is included in the Skill Exam Pool

Place a full signature to correspond with each set of initials appearing below

Initials	Corresponding Signature of Instructor/Supervisor	Title

No	Procedural Guidelines	S/U	Date	Initials	S/U	Date	Initials
	SECTION 1 INTRODUCTION TO LTC						
• 3	Falls						
• 8	Handwashing						
• 11	Communications Skills						
•	Communicating w/ residents who have						
•	vision loss						
•	hearing loss						
•	problems with speech or understanding						

No.	Procedural Guidelines	S/U	Date	Initials	S/U	Date	Initials
	SECTION 2. MENTAL HEALTH & SOCIAL SERVICE NEEDS						
12	Meeting psychosocial needs of residents:						
*	with memory loss or confusion						
*	who are demanding or angry						
	SECTION 3. RESTORATIVE SERVICES						
14	Moving and lifting						
*	moving resident to head of bed						
*	assisting resident to sit on side of bed						
*	assisting w/ transfer to chair or wheelchair						
* 15	assisting w/ ambulation & ambulation aids						
* 16	range of motion						
	SECTION 4. PERSONAL CARE SKILLS						
* 17	Making the unoccupied bed						
* 18	Making the occupied bed						
* 19	Tub or shower bath						
* 21	Complete bed bath						
22	Perineal care and/or incontinent care:						
*	male or female without urinary catheter						
*	male or female with urinary catheter						
* 23	Back rub						
* 24	Brushing the teeth						
* 25	Denture care						
* 26	Special oral hygiene						
* 27	Hair care						
* 28	Shampoo						
* 29	Shaving the male resident						
* 30	Nail, hand, and foot care						
* 31	Assisting with dress						
* 32	Assisting with bedpan						
	SECTION 5. BASIC NURSING SKILLS						
35	Assisting with meals						
* 36	Feeding the dependent resident						
39	Intake and output						
42	Indwelling urinary catheter:						
	maintaining the drainage system						
	emptying the urinary drainage bag						
45	Temperature:						
*	oral temperature						
*	rectal temperature						
*	auxiliary temperature						
* 46	Pulse and respiration						
* 47	Blood pressure						
* 48	Height and weight						
50	Vest or jacket restraint						

APPENDIX 4

PROPOSED 1994-95 HIGH SCHOOL PROGRAM

TECH PREP PROGRAM
ARTICULATION AGREEMENT

We _____ Independent School District and Lee College, are committed to working together to plan, design, and implement a tech prep program in the Health Occupations program area.

Our goal is to develop a tech prep program that will ultimately meet the following minimum requirements:

1. A six-year program of study beginning in the ninth grade of high school and leading to an associate degree with advanced skills from a public community or technical college;

2. A cooperatively-developed (business, industry, labor, secondary, and postsecondary), competency-based technical education curriculum which integrates academic and technical competencies effectively;

3. Graduation plans or programs of study which specify a coherent sequence of technical and general education courses that span secondary and higher education levels;

4. College-preparatory general and technical coursework;

5. Student competence in critical thinking skills and application of mathematics, science and communication skills, as well as integration of technical and academic skills applicable to the workplace;

6. Student workplace basic skills (defined in the Secretary's Commission on Achieving Necessary Skills (SCANS) report);

7. Integrated workplace and classroom learning experiences which provide theoretical and applied instruction and practical experience in a business or industry which connects to the area of study;

8. Opportunities for advanced technical skills training and/or baccalaureate study; and

9. A coordinated delivery system for education and social preparatory and support services for students in order to ensure access to program participation and student achievement.

We understand that in signing this agreement we are neither assuming any fiscal responsibility for project funds nor ceding local authority for program decisions.

Superintendent Dayton ISD	Date	Lee College President	Date
Tech Prep Contact Person	Date	Dean, Vocational/Technical Studies	Date

Careers in Emergency Medical Technology
Suggested High School Plan

9th	10th	11th	12th
Math	Algebra I or Geometry	Geometry or Algebra II	
English I	English II	English III	English IV
Science	Science		Biology II or Anatomy & Phys
American History	World History	Elective	Gov/Economics
PE/Athletics/Band	PE/Athletics/Band		Elective/Health
Career Major Courses			
	Introduction to Psychology and Sociology	•Microcomputer Applications (equivalent to DATP 1306)	•Health Occupations (2 hour block) (equivalent to EMMT 1320)
		Health Care Science	Elective
Required for Recommended Graduation Plan			
Foreign Language Fine Arts Elective	Foreign Language	Foreign Language World Geography	Science
Suggested Electives			
Spanish			

Associate of Applied Science in Emergency Medical Technology
Lee College

Students who followed suggested high school plan may receive 3 hours credit for courses astericked (*)

First Semester			
EMMT	1710	EMT-Basic	7
SPCH	1315	Principles of Public Speaking	3
ENGL	1301	English Composition I	3
PSYC	1100	Orientation	1
			14
Second Semester			
BIOL	2404	The Human Body	4
EMMT	1420	EMT-Intermediate, Didactic	4
EMMT	1321	EMT-Intermediate, Clinical	3
EMMT		Elective	3
			14
Third Semester			
PSYC	2301	Introduction to Psychology	3
EMMT	2331	EKG Interpretation	3
EMMT		Elective	3
		Humanities/Fine Arts	3
			12
Fourth Semester			
EMMT	2330	Emergency Pharmacology	3
EMMT	2532	EMT-P Completion	3
ENGL	2311	Technical Writing	3
EMMT		Elective	3
			17
Fifth Semester			
EMMT	2533	EMT-P Completion II	5
* DATP	1306	Intro to Microcomputer Systems	
		or	
COSC	1306	Intro to Computer Based Systems	3
EMMT		Elective	3
		Elective outside of one's major	3
			14
Total Semester Credit Hours			68

Careers in Licensed Vocational Nursing
Suggested High School Plan

9th	10th	11th	12th
Math	Algebra I or Geometry	Geometry or Algebra II	
English I	English II	English III	English IV
Science	Science		Biology II or Anatomy & Phys
American History	World History		Gov/Economics
PE/Athletics/Band	PE/Athletics/Band	Elective	Elective/Health
Career Major Courses			
	Introduction to Psychology and Sociology	Health Care Science	Health Occupations (2 hour block) (equivalent to EMMT 1320)
		Microcomputer Applications (equivalent to DATP 1306)	
			Elective
Required for Recommended Graduation Plan			
Foreign Language Fine Arts Elective	Foreign Language	Foreign Language World Geography	
Suggested Electives			
Spanish			

Associate of Applied Science in Licensed Vocational Nursing
Lee College

Students who followed suggested high school plan may receive 6 hours credit for courses astericked (*)

First Summer Semester			
MATH	0110	Mathematics for Allied Health	0
BIOL	2404	The Human Body	4
EMMT	1320	Medical Terminology	3
			7
First Semester			
VOCN	1400	Intro to Vocational Nursing	4
VOCN	1V00	Fundamental Nursing Skills	10
			14
Second Semester			
VOCN	1303	Pharmacology	3
VOCN	1602	Medical Surgical Nursing I	6
VOCN	1603	Medical Surgical Nursing II	6
			15
Third Semester			
VOCN	1500	Maternity Nursing	5
VOCN	1501	Medical Surgical Nursing III	5
VOCN	1401	Advanced Nursing Skills	4
			14
Total Semester Credit Hours			**50**

Career as a Registered Nurse
Suggested High School Plan

9th	*10th*	*11th*	*12th*
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II (or higher)
English I	English II	English III	English IV
Science	Science		Biology II or Anatomy & Phys
American History	World History		Gov/Economics
PE/Athletics/Band	PE/Athletics/Band	Elective	Elective/Health

Career Major Courses

Introduction to Psychology and Sociology	Health Care Science	*Health Occupations (equivalent to EMMT 1320)
	*Microcomputer Applications (equivalent to DATP 1306)	

Required for Recommended Graduation Plan

Foreign Language Fine Arts Elective	Foreign Language	Foreign Language World Geography	Science

Suggested Electives

Spanish

Associate of Applied Science in Registered Nursing
Lee College

Students who followed suggested high school plan may receive 1 hours credit for courses astencked (*)

First Semester

NURS	1300	Introduction to Pharmacology	3
BIOL	2401	Human Anatomy and Physiology I	4
			7

First Semester

PSYC	1100	Orientation	1
NURS	1800	Fundamentals of Nursing	8
BIOL	2402	Human Anatomy & Physiology II	4
ENGL	1301	English Composition I	3
			16

Second Semester

NURS	1V01	Common Health Problems of Adults and Children I, Chronic	10
BIOL	2421	Microbiology	4
			14

Summer Semester

HUMA	1301	Introduction to Humanities I	3
ENGL	1302	English Composition II	3
PSYC	2301	Intro to Psychology	3
		Oral Communications	3
			9

Third Semester

* DATP	1105	Keyboarding	1
NURS	2401	Nursing Care of Childbearing Family	4
NURS	2402	Physical - Mental Illness Nursing	4
			9

Fourth Semester

		Elective outside of one's major	3
NURS	2V00	Common Health Problems of Adults and Children II, Acute	10
NURS	2100	Management and Trends in Nursing	1
			14

Total Semester Credit Hours 68

Careers in Health Information Technology
Suggested High School Plan

	9th	10th	11th	12th
	Math	Algebra I or Geometry	Geometry or Algebra II	
	English I	English II	English III	English IV
	Science	Science		Biology II or Anatomy & Phys
	American History	World History		Gov/Economic
	PE/Athletics/Band	PE/Athletics/Band	Elective	Elective/Health
Career Major Courses		Health Care Science	Office Administration	•Health Occupations (2 hour block) (equivalent to EMMT 1320)
			•Microcomputer Applications (equivalent to DATP 1306)	Business Computer Applications
Required for Recommended Graduation Plan	Foreign Language Fine Arts Elective	Foreign Language	Foreign Language World Geography	Science
Suggested Electives		Sociology Keyboarding		

Associate of Applied Science in Health Information Technology
Lee College

Students who followed suggested high school plan may receive 6 hours credit for courses asterisked (•)

First Semester				
	PSYC	110	Orientation	1
	ENGL	1301	English Composition I	3
	BIOL	2401	Human Anatomy & Physiology I	4
•	EMMT	1320	Medical Terminology	3
	MDRT	1301	Intro to Health Records	3
	BIOL	2321	Pathophysiology	3
				17
Second Semester				
•	DATP	1306	Intro to Microcomputer Systems	3
	BIOL	2402	Human Anatomy & Physiology II	4
	MDRT	1302	Medical Transcription I	3
	MDRT	1303	Health Record Classification System	2
	MDRT	1304	Health Care Delivery System	3
				16
Summer Semester				
	MDRT	1311	Practicum I	3
			Oral Communication	3
			Elective outside of one's major	3
				9
Third Semester				
	PSYC	2301	Intro to Psychology	3
	MDRT	2301	Health Care Statistics	3
	MDRT	2302	Health Information Systems	3
	MDRT	2212	Practicum II	2
	MDRT	2303	Legal Aspects of Health Records	3
				14
Fourth Semester				
	MGMT	2313	Management of Human Resources	3
	MDRT	23304	Quality Resource Management	3
	MDRT	2213	Practicum III	2
	ENGL	1302	English Composition II	3
			Humanities/Fine Arts	3
				14
Total Semester Credit Hours				68

§75.84 HEALTH OCCUPATIONS EDUCATION

(a) The elements in this subsection are common to all health occupation programs and shall be included in each course at the appropriate level, unless otherwise indicated. They are described here to preclude repetition in each course. Every school offering health occupations shall provide courses which include the following essential elements:

(1) Leadership concepts and skills. The student shall be provided opportunities to:

(A) demonstrate skills, characteristics, and responsibilities of leaders and effective group members;

(B) demonstrate a knowledge of parliamentary procedure principles;

(C) plan and conduct leadership activities; and

(D) prepare for effective citizenship and for participation in our democratic society.

(2) Concepts and skills related to successful employment and/or postsecondary training. The student shall be provided opportunities to:

(A) identify employment opportunities and preparation requirements in the chosen field;

(B) identify effective methods to secure and terminate employment;

(C) demonstrate effective communication skills both oral and written and follow through on assigned tasks;

(D) demonstrate dependability and punctuality;

(E) demonstrate productive work habits and attitudes;

(F) understand the importance of taking pride in the quality of work performed;

(G) recognize the dignity in work;

(H) develop skills in planning and organizing work;

(I) apply required methods and sequences when performing tasks;

(J) apply principles of time management and work simplification when performing assigned tasks;

(K) identify ethical practices and responsibilities; and

(L) understand the importance of the application of organizational policies and procedures.

(3) Concepts and skills associated with entrepreneurship. The student shall be provided opportunities to:

(A) identify opportunities for business ownership;

(B) understand the risk and profit motive factor;

(C) understand the elements and advantages of the free enterprise system; and

(D) explain the role of small business in the free enterprise system.

(4) Concepts and skills related to safety and safe working conditions. The student shall be provided opportunities to identify and apply safe working practices to all training situations.

(5) Concepts and skills associated with human relations and personality development. The student shall be provided opportunities to:

(A) understand the importance of maintaining good health and proper appearance for effective job performance;

(B) understand oneself and others;

(C) exercise self-control;

(D) accept and use criticism;

(E) recognize basic human relationships as they relate to business success; and

(F) demonstrate characteristics for successful working relationships.

(6) Concepts and skills related to personal and business management. The student shall be provided opportunities to:

(A) explain how management assists in reaching personal and family goals;

(B) explain the management process;

(C) describe the role of management in controlling stress;

(D) identify and understand personal checking accounts;

(E) identify and understand personal loan application processes;

(F) identify and understand different financial institutions;

(G) identify the role and functions of business management;

(H) understand the lines of authority; and

(I) identify effective supervisory techniques.

(b) Health care science (1 unit) shall include the following essential elements:

(1) Concepts and skills necessary for entering a health care specialty. The student shall be provided opportunities to:

(A) identify interpersonal and patient relationships;

(B) describe or practice the elements of a safe working environment and correct body mechanics;

(C) identify ethical and legal responsibilities of the health care industry;

(D) demonstrate the practice of medical aseptic and isolation techniques for infection control;

(E) demonstrate basic first-aid and CPR procedures;

(F) demonstrate correct technique for taking vital signs;

(G) identify the basic anatomy and physiology of the body systems as they relate to wellness and illness;

(H) demonstrate conversions of English and metric systems; and

(I) identify principles of record keeping and records management.

(2) Concepts and skills necessary to function in health care occupations. The student shall be provided opportunities to:

(A) identify chain of command and the role of health care workers;

(B) develop money management skills;

(C) identify basic medical terminology;

(D) develop an awareness of communication equipment utilized by the health care industry; and

(E) identify correct telephone techniques.

Health Care Science

Course Goals

1. To encourage and prepare students to make decisions about careers in Health Care.

2. To prepare perspective candidates for the Texas Nurse Aide Registry and Training Test

3. To prepare students with competencies to enter into the health care profession.

Course Objectives

In addition to all required essential elements, the student will be able to:

1. Identify the four basic purposes of long term care facilities.

2. Describe the functions within the long term care facility.

3. List the three most common reasons residents require long term care.

4. Match the parts of a cell with their function.

5. Identify the four components in the organization of the body.

6. Identify the various organs of the body.

7. Explain why health promotion and prevention of disease are essential to any long term care facility restorative program.

8. Describe the overall philosophy of the restorative nursing program.

9. Identify the basic job difference between a nursing assistant and a restorative nursing assistant.

10. List four functions of the integumentary system.

Health Care Science

Curriculum - Time Allocation

I. Semester Curriculum

A. Anatomy and Physiology — 23 hours
   a. wellness/normality
   b. effects of disease illness
   c. understanding of psychosocial affects of diseases, illness, or infirmity.
   d. coping mechanisms.

B. First aid — 3 hours

C. CPR — 9 hours

D. Health Care — 63 hours

a.	Introduction to Health Care	20 hours
b.	Mental Health/Social Service Needs	7 hours
c.	Restorative Services	5 hours
d.	Personal Care Skills	15 hours
e.	Basic Nursing Skills	16 hours

E. Clinical (LTC facilities)
   a. Nursing Aides — 24 hours
   b. State Testing time to be assigned

Units of Study

Section I. Introduction to Long Term Care

Section II. Anatomy and Physiology

Section III. Mental Health and Social Service Needs

Section IV. Restorative Service

Section V. Personal Care Skills

Section VI. Basic Nursing Skills

Health Care Science
Competencies

1. ANATOMY AND PHYSIOLOGY

Identify body parts, how the body is made, and what it is made of. Understanding the anatomy (basic structure) and physiology (function) of the body.

2. COMMUNICATION SKILLS

Identify interpersonal problems that develop both at work and at home. Three components in order for communication to take place: a sender, a message, and a receiver. Learn to communicate with your residents as you provide care.

3. LISTENING SKILLS

Recognize methods of a good listening, communication can't take place without a listener or receiver.

4. ETHICAL, LEGAL CONSIDERATIONS

Identify confidential information. Treat private or personal information entrusted to you.

5. SAFETY PREVENTIONS

Demonstrate protective device. Identify situation in which protective devices may be used. Recognize safety hazards.

6. BASIC NUTRITION

Identify what a well-balanced diet should contain. Correctly calculate percentages of food eaten.

7. PERSONAL CARE AND GROOMING SKILLS

Identify conditions that increase the need for oral hygiene.

8. INFECTION CONTROL

List four sign of infection. Demonstrate proper handwashing technique.
Define the terms:

- organism
- microorganism
- pathogenic
- non-pathogenic
- aseptic

9. HEALTH PROMOTION

Identify the need for long term care facilities to focus their efforts toward health promotion and prevention of disease and disability.

10. RESTORATIVE NURSING

Identify the need for RNA's in long term care facilities. Recognize the services and care provided by the RNA's.

Health Care Science

Methods of Teaching Units

Sample Plan

Objective:
Instructional Strategies: Discussion- Activity- Lecture- Visuals-
Resources:
Supplies/Equipment:
Performance Evaluation:

NURSE AIDE TRAINING

Nurse Aide training programs are approved and certified through the Texas Department of Health, Bureau of Long Term Care. Each program must be a minimum of 80 hours training with 24 of those hours being lab and clinical training. The program must provide instruction in safety, infection control, and ethics plus 37 skills and procedures. Upon completing the training, students may take the two part state examination for certification. The first part consists of a written examination covering all topics of the course. Students who pass the written exam are eligible for the skills demonstration portion of the exam. Students are randomly assigned to demonstrate 5 of the 37 skills and procedures and are carefully observed and assessed.

LISTING OF 37 SKILLS

1. Handwashing
2. How to Start Conversations and Send Messages
3. Communicating with Residents who have Vision Loss
4. Communicating with Residents who have Hearing Loss
5. Communicating with Residents who have Problems with Speech
6. Assisting Residents who have Problems with Memory Loss, Confusion or Understanding
7. Assisting Residents who are Demanding or Angry
8. Moving the Helpless Resident to the Head of the Bed w/ 1 Assistant (using draw sheet or incontinent pan)
9. Assisting Resident with Ambulation
10. Assisting the Resident to Transfer from Chair to Bed or Bed to Chair
11. Assisting the Resident with Ambulation
12. Making the Unoccupied Bed
13. Making the Occupied Bed
14. Tub or Shower Bath with Shampooing the Hair
15. Perineal Care/Incontinent Care - Female with or without Catheter
16. Perineal Care/Incontinent Care - Male with or without Catheter
17. Back Rub
18. Brushing the Teeth
19. Denture Care
20. Mouth Care of the Dependent Resident
21. Shaving the Male Resident - Safety and Disposable
22. Shaving the Male Resident - Electric Razor
23. Hand and Fingernail Care
24. Foot and Toenail Care
25.
26. Oral Temperature/Pulse/Respirations
27. Axillary Temperature/Pulse/Respirations
28. Rectal Temperature/Pulse/Respirations
29. Blood Pressure
30. Weight of Ambulatory Resident
31. Range of Motion (ROM) Exercise for Right or Left Upper Extremity
32. Range of Motion (ROM) Exercise for Right or Left Lower Extremity
33. Assisting the Totally Dependent Resident w/ Dressing, Hair Combing, and Application of Prosthetic Devices
34. Complete Bed Bath
35. Feeding the Dependant Resident
36. Turning Resident on his Side Toward You
37. Assisting Resident with Use of Bedpan

Texas Department of Health
Bureau of Long Term Care
Licensing and Certification Services Division
Nurse Aide Training Program

Nurse Aide Performance Record

Name of Nurse Aide (Last, First, Middle)

Location of Approved Training Program

Social Security Number

Program Code Number

Date of Training / / To / /

Name of Approved Training Program

S = Satisfactory Performance

U = Unsatisfactory Performance

• = *Skill is included in the Skill Exam Pool*

Place a full signature to correspond with each set of initials appearing below

Initials	Corresponding Signature of Instructor/Supervisor	Title

No.	Procedural Guidelines	S/U	Date	Initials	S/U	Date	Initials
	SECTION 1 INTRODUCTION TO LTC						
• 3	Falls						
• 8	Handwashing						
• 11	Communications Skills						
•	Communicating w/ residents who have						
•	vision loss						
•	hearing loss						
•	problems with speech or understanding						

No.	Procedural Guidelines	S/U	Date	Initials	S/U	Date	Initials
	SECTION 2. MENTAL HEALTH & SOCIAL SERVICE NEEDS						
12	Meeting psychosocial needs of residents:						
*	with memory loss or confusion						
*	who are demanding or angry						
	SECTION 3. RESTORATIVE SERVICES						
14	Moving and lifting						
*	moving resident to head of bed						
*	assisting resident to sit on side of bed						
*	assisting w/ transfer to chair or wheelchair						
* 15	assisting w/ ambulation & ambulation aids						
* 16	range of motion						
	SECTION 4. PERSONAL CARE SKILLS						
* 17	Making the unoccupied bed						
* 18	Making the occupied bed						
* 19	Tub or shower bath						
* 21	Complete bed bath						
22	Perineal care and/or incontinent care:						
*	male or female without urinary catheter						
*	male or female with urinary catheter						
* 23	Back rub						
* 24	Brushing the teeth						
* 25	Denture care						
* 26	Special oral hygiene						
* 27	Hair care						
* 28	Shampoo						
* 29	Shaving the male resident						
* 30	Nail, hand, and foot care						
* 31	Assisting with dress						
* 32	Assisting with bedpan						
	SECTION 5. BASIC NURSING SKILLS						
35	Assisting with meals						
* 36	Feeding the dependent resident						
39	Intake and output						
42	Indwelling urinary catheter:						
	maintaining the drainage system						
	emptying the urinary drainage bag						
45	Temperature:						
*	oral temperature						
*	rectal temperature						
*	auxiliary temperature						
* 46	Pulse and respiration						
* 47	Blood pressure						
* 48	Height and weight						
50	Vest or jacket restraint						

(c) **Health Occupations Education I (2-3 units) shall include the essential elements in this subsection. For students who have not taken health care science, the essential elements of health care science must be incorporated into the essential elements of Health Occupations I.**

(1) Concepts and skills necessary for entering a health care specialty. The student shall be provided opportunities to:

(A) apply concepts of good interpersonal and patient relationships;

(B) recognize skills and educational requirements for entrance into selected health care specialties;

(C) practice safe procedures for patients, co-workers, and self;

(D) practice good grooming and personal hygiene as appropriate in the health care industry;

(E) practice ethical and legal behavior and appropriate work habits in the work place;

(F) relate medical asepsis to infection control;

(G) review current first-aid and CPR procedures to be applied in emergency situations;

(H) review techniques and normal parameters of vital signs;

(I) review and identify anatomy, physiology, and pathophysiology of the body systems;

(J) recognize the components of community health resources;

(K) convert temperature, weights, and measures to metric systems; and

(L) identify the different systems that finance the cost of health care.

(2) Concepts and skills necessary for employment in health care. The student shall be provided opportunities to:

(A) identify factors of effective working relationships and responsibilities to employers and co-workers;

(B) utilize basic medical terminology relevant to the health care industry;

(C) demonstrate correct telephone skills; and

(D) utilize or demonstrate communication equipment specific to health occupations.

(3) Practice opportunities. The student shall be provided opportunities to practice entry level skills and/or observe skills in specific health occupations.

APPENDIX 5

EVALUATION

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Selection of Project Coordinator	Lee College president will select coordinator by July 15, 1993. All applicable EEO/AA policies and procedures will be followed.	7-1-93 to 7-15-93	9-13-93	None.
Form a 10-15 member advisory committee with representation from Lee College, Barbers Hill, Dayton, and Liberty ISDs, and area health care business and industry to give input into the project development, implementation, and evaluation.	Advisory committee will meet on or before August 10 to discuss project implementation at least once a month through October, and quarterly thereafter.	8-1-93 to 8-30-93	9-28-93 10-19-93 11-8-93 *(Workshop)* 1-25-94 5-26-94	The committee consisted of 21 members from the fields of health, education, and business. The Advisory Committee is a valuable source to the program in providing curriculum design, development of the project, implementation, and evaluation. The committee members exceeded 50% of the proposed numbers due to the need and interest in the project.
	Committee will meet May 1994 to evaluate project.	5-10-94 to 5-31-94	5-26-94	The Advisory Committee held their last quarterly meeting May 26, 1994, at Liberty Baptist Hospital, Liberty, Texas. The evaluation was held for the Rural Health Occupations Model Project. The committee summative evaluation included evaluations of career awareness activities, the involvement of health care personnel in the project, the use of the curriculum, the participations of Nurse Aide Training in both the Tech-Prep and Adult Bridge Program and the need for the project in Liberty and Chambers counties.

Objective I: Develop and implement a bridge program so that adult special populations students may succeed in college "Tech Prep" health occupations programs.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
	Minutes of all meetings will be on file with the project coordinator and Voc/Tech Dean.	8-1-93 to 6-30-94	9-28-93 10-19-93 1-25-94 5-26-94	Minutes are on file in the project coordinator and Voc/Tech Dean.
Develop recruitment brochures/posters targeting special populations adults.	Printed and distributed to adults. Copy in project manual.	5-10-94 to 5-31-94	3-28-94	The recruitment brochures were completed, targeting special populations adults. A copy of the brochure is in the project manual.
Develop recruitment video targeting special populations adults.	Completed video shown to 6 groups. Copy available for dissemination at cost of reproduction.	8-1-93 to 12-31-93	6-15-94	The recruitment video, included interviews with the targeted special populations. Copy is available for dissemination at cost of reproduction.
Build awareness through local newspapers.	At least 3 articles about project in each newspaper in targeted counties. Copies in project manual.	8-1-93 to 5-31-94	10-18-93 12-19-93	Four articles were in the local newspaper.
Provide career assessment, career planning opportunities for adults.	Potential adult students will be linked to available sources for career development, planning (JTPA, Texas Rehabilitation Commission)	7-15-93 to 6-30-94	10-18-93 6-30-94	Adult students were provided with GED classes and job placement through the Liberty Texas Department of Human Service and the Texas Employment Commission in Liberty.
	Lee College counseling department will be available to adult students. Ideas to serve students in outlying areas will be developed and compiled in project manual.	8-1-93 to 6-30-94	10-18-93 to 6-30-94	Adult students were provided with placement test, student support services, child care assistance, tutoring, and financial assistance. Networking with other agencies such as TEC, JTPA, TDHS, and the TAES, in the area of Liberty and Chambers counties were also available.

Objective I (cont'd) Develop and implement a bridge program so that adult special populations students may succeed in college "Tech Prep" health occupations programs.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Develop network with local social service providers	Project staff will meet with at least 3 local service providers to acquaint employers with program.	8-1-93 to 11-30-93	10-18-93 to 12-17-93	Baytown Housing Authority, Lee College JTPA, Neighbor Center (childcare assistance)
Student Preparation				
Students lacking high school diploma will be linked to Lee College JTPA GED classes taught within targeted counties.	Referrals of all students needing GED. Record of date of referral and follow-up of results on file in coordinator's office.	8-1-93 to 9-30-93	10-18-93 to 11-12-93	Four adults received their GED certification through the Texas Department of Human Service, Liberty, Texas.
Potential students will have academic skills determined through Lee College placement testing	Placement test scores on file in coordinator's office.	8-1-93 to 1-10-94	10-18-93 to 12-19-93	Four potential adult students optioned to take the placement test. Two enrolled into Lee College for the spring semester of 1994.
Academic counseling available through Lee College counseling department	Counseling contacts documented by Lee College counselors.	8-1-93 to 6-30-94	9-28-93 to 6-30-94	Counseling was made available on an individual basis during the fall and spring semester of 1993-1994. Students were provided with counseling during Career Day.
Students will enroll in basic developmental classes (math, reading, and writing) within targeted counties.	Enrollments and retention of students followed by coordinator. Progress evaluation in project manual.	8-15-93 to 6-30-94	9-28-93 to 6-30-94	There were no requirements for student enrollment in the Nurse-Aide Training. Potential students interested in going into Lee College could take the placement test and enroll in basic developmental classes.

Objective I (cont'd)	Develop and implement a bridge program so that adult special populations students may succeed in college "Tech Prep" health occupations programs			
Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Students will enroll in initial technical courses within targeted counties	Enrollments and retention of students followed by coordinator. Progress evaluation in project manual	8-15-93 to 6-30-94	1-4-94 to 5-28-94	Student enrollment was targeted for 20. Actual enrollment was 41 students within the Liberty and Chambers counties.
Worksite Experiences				
Provide 1 session of nurse's aide training targeting adult students	At least 15 adult students will receive nurse's aide certification	9-1-93 to 12-15-93	10-18-93 to 12-17-93	Two sessions of nurse aide training was provide due to the enrollment of students. 15 adult students receive certification.
Support Services				
Coordinator will facilitate development of system from local health care providers to inform adult students in project of openings for nurse's aide certified	Description of system and any forms developed will be included in project manual	10-10-93 to 5-15-94	10-18-93 to 5-18-94	19 completers working in related health field. 15 certification 4 non-certification.
Identify student needs for support services	Survey program participants as they enter Lee College. Survey results will be on file and included in project manual	9-1-93 to 2-15-94	4-14-94	Students participated in awareness survey. 92 students were interested in related health field and 40 students were interested in non-health related field.

Objective I (cont'd) Develop and implement a bridge program so that adult special populations students may succeed in college "Tech Prep" health occupations programs

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Refer students to available services within the community	Referral and follow-up one month later. Evaluate at end of year.	5-15-94 to 6-30-94	12-17-94 to 5-15-94	Completed as described.
Provide support services to adult students in nurse's aide (textbooks and transportation)	Payment vouchers completed	9-1-93 to 12-15-93	9-1-93 to 12-15-93	These services were made available through our Special Projects Office Support Service.
Provide support services to adult students in nurse's aide (textbooks and transportation)	Payment vouchers completed. Applications and payment records on file in Special Populations Coordinator's office.	10-10-93 to 5-15-94	10-1-93 to 6-30-94	Completed as described
<u>Transition Services</u>				
Participants will receive orientation to Lee College campus	Coordinator will give tour.	9-1-93 to 2-15-94	5-1-94 to 5-31-94	Participants were given tour of Lee College campus, providing information as well about the campus support services.
Participants will receive assistance in registration.	All participants will complete Summer I registration.	5-25-94 to 6-5-94	5-25-94 to 6-5-94	Participants were assisted with Lee College applications, grant applications, and the financial aid assistance.

Objective I (cont'd) Develop and implement a bridge program so that adult special populations students may succeed in college "Tech Prep" health occupations programs.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Counseling services will be available through Lee College counseling department.	Counseling department will maintain service delivery record on students.	10-1-93 to 6-30-94	10-1-94 to 6-30-94	Services maintained as described.
Students will be encouraged to take three hour College Study Skill courses.	At least 80% will enroll in College Study Skill classes.	5-25-94 to 6-30-94	5-25-94 to 6-30-94	College Study Skills courses were attended by 80% as described.
Tutoring, as funds allow, will be available for technical courses at Lee College campus.	Applications, attendance, and payment records on file in counselor's office. Copies provided to Special Populations Coordinator.	10-1-93 to 6-30-94	10-1-93 to 6-30-94	Completed as described.

Objective II. Develop and implement a Tech Prep Program targeting special populations student to enter health occupations.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Student Recruitment				
Develop career Tech Prep awareness activities for grades 6-10 and parents	2 middle school and 2 high school activities and 1 parent activity will be developed and implemented. Pre and post surveys will show increased interest in health occupations. Activity descriptions and survey results will be compiles in project manual.	8-1-93 to 4-30-94	3-4-94 to 4-14-94	Career Tech Prep awareness activities were developed for middle and high school within the Liberty and Chambers county areas. Students were provided with tours of Lee College campus and local hospital students were also given the opportunity to visit with health care consultants. Pre and post survey showed 96% of the students were interested in health related fields and 4% of the students were interested in non-health related fields.
Develop recruitment brochures (Tech Prep)	Printed and distributed to students grades 6-10. Copy in project manual.	8-1-93 to 12-31-93	10-29-93 to 3-28-94	Copy in project manual. A draft was completed of the brochure in the fall of the year, for completion in the spring. Career information was distributed to the students prior to the completion of the brochure.
Develop recruitment video aimed at high school Tech-Prep.	Completed video shown to students in all 3 ISDs. Copy available for dissemination at cost of reproduction.	8-1-93 to 3-31-94	6-15-94	Copy available for dissemination at cost of reproduction.
Enlist area health care providers to make classroom presentations. At least 2 presentations at each middle school by people employed in health care.		9-1-93 to 2-31-94	1-4-94 4-14-94	Presentations from health care providers were provided during career activity.

Objective II (cont'd) Develop and implement a Tech Prep Program targeting special populations students to enter health occupations.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Facilitate coordination of high school and college	Materials for career awareness and vocational assessment and job potential information for health occupations will be provided counselors (high school and college).	8-1-93 to 4-30-94	1-4-94 to 4-14-94	Materials for career awareness and vocational assessment; included job skills, interpersonal skills, resume, and career planning from Channing Bete career resource.
Develop "shadowing" and mentoring activities for students	College counselors will meet twice with high school counselors to assure transition for students.	9-1-93 to 4-30-94	2-10-94 to 4-14-94	Completed as described.
	At least 15 middle school students will "shadow" a health care professional. At least 15 high school students will be paired with mentors (current local health care employees). Students will evaluate experiences. Results will be compiles in Project Manual.	10-1-93 to 4-30-94	1-4-94 to 5-28-94	40 students within Liberty county area health care employees in the Burmont Nursing Center, Golden Charm Nursing home and Liberty Baptist Hospital. The students were evaluated by the part-time Lee College instructor.

Objective II (cont'd) Develop and implement a Tech Prep Program targeting special populations students to enter health occupations.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
<u>Teacher/Instructor Development</u>				
Provide three workshops for teachers/instructors on curriculum development (integrating technical and academic, sequence curricula high school through college, using applications within student activities)	At least 20 teachers/instructors will attend each workshop. Participant evaluations will be on file in coordinator's and Voc/Tech Dean's offices	8-1-93 to 6-10-94	6-7-94 to 6-9-94	Three workshops for teacher and Lee College instructors were held to develop and to integrate technical and academic curricula. Participants evaluations are on file in the Special Project Coordinator's office.
Provide one workshop for teacher/instructors on helping special populations succeed.	At least 20 teachers/instructors will attend. Participant evaluations will be on file in coordinator's and Voc/ Tech Dean's office.		6-14-94 to 6-17-94	Teacher/instructors workshop continued. Participants evaluations are on file in the Special Projects Coordinator's office.
Provide teachers/instructors/counselors with worksite experience; plan and implement worksite experience (at least three sites)	At least 20 teachers/instructors/ counselors will participate in worksite tours. Teachers/instructors will evaluate tours. Participant evaluations will be on file in coordinator's and Voc/Tech Dean's office.	8-15-93 to 4-15-94	6-13-94	Teachers/instructors were provided with worksite experience of Exxon, Baycoast Hospital, and Baytown Police Department. The tour was very effect in implementing curriculum development.

Objective II (cont'd) Develop and implement a Tech Prep Program targeting special populations students to enter health occupations.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Curriculum Design, Development and Implementation				
Identify knowledge and skills needed for entry level jobs in local health care	Coordinator will secure knowledge and skill competencies developed previously	9-15-94 to 4-15-94	10-10-93 to 5-28-94	DACUMs were conducted as needed. Skills needed for entry level jobs included courses in math, English, and science.
	DACUMs will be conducted as needed	10-1-93 to 4-15-94	10-10-93 to 5-28-94	Completed as described.
	Previously developed knowledge and skill competencies and DACUM charts will be verified by local health care providers. Modifications as appropriate will be made.	10-1-93 to 4-15-94	10-10-93 to 5-28-94	Verification and modifications were made by local health care providers.
	Verified charts and information will be made available to teachers/instructors developing curricula.	10-1-93 to 4-15-94	10-10-93 to 5-28-94	All DACUM information was made available to teachers and instructors developing curricula.

Objective II (cont'd) Develop and implement a Tech Prep Program targeting special populations students to enter health occupations.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Classroom curricula will be developed to meet needs for academics, theoretical, technical, and workplace readiness (SCANS skills)	Teachers/instructors will work with health care industry to develop needed curricula with technical applications.	7-1-93 to 6-30-94	1-4-94 to 5-28-94	SCANS skills: Classroom curricula included working with health care providers. The high school course offered, Rural Health Care I, aimed at providing students an overview of the health care field plus some basic hands-on training and certification to make them employable upon high school.
Curricula will be used in classroom settings.	Coordinator will assure materials are printed and distributed.	8-1-93 to 6-30-94	1-4-94 to 5-28-94	Students were distributed textbook selected *Being A Long Term Care Nursing Assistance.*
Curricula will be evaluated and revised as needed.	Coordinator will assist teachers/instructors in acquiring needed classroom supplies as funding allows. Records of purchases will be on file in coordinator's and Voc/Tech Deans's office.	10-1-93 to 6-30-94	1-4-94 to 5-28-94	All supplies that were needed by the instructor for classes were purchased and disbursed by the coordinator. All records of purchase are on file in coordinator's and Voc/Tech Dean's office.
Disseminate curricula within funding and legal restraints.	Teachers/instructors using curricula will provide evaluations of materials at end of each semester and suggest revisions. Coordinator will see that revisions are done and materials reprinted.	12-1-93 to 6-30-94	1-4-94 to 5-28-94	Completed as described.
	Curricula will be reproduced and prepared for dissemination.	1-1-93 to 6-30-94	1-4-94 to 5-28-94	Completed as described.

Objective II (cont'd): Develop and implement a Tech Prep Program targeting special populations students to enter health occupations.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Worksite Experiences				
Meet with local health care providers to secure workplace learning sites for students	Sites will be obtained for 3 nurse's aide training with up to 20 students each. Contractual agreement will be on file in coordinator's and Dean of Voc/Tech office	8-1-93 to 9-30-93	9-15-93 to 5-28-94	The project coordinator met with local health care providers to secure contractual agreement and workplace learning sites for students. Those include: Burmont Nursing Center, Liberty, Texas, Golden Charm Nursing School, Liberty, Texas, and Baytown Nursing Home, Baytown, Texas.
Provide 2 sessions of nurse's aide training for high school project participants	At least 30 high school students will receive nurse's aide certification	10-1-93 to 4-30-94	1-4-94 to 5-28-94	40 high school students enrolled in the program with 16 optioning to take clinical certification and 10 passing the state examinations. Students were given the option to take the 24 hour clinicals.
Support Services Support Services				
Identify student needs for support services to make transition from high school to college	Survey high school seniors planning to enter Lee College allied health programs. Survey results will be on file and included in the project manual.	1-1-94 to 4-30-94	1-4-94 to 4-30-94	High school students were surveyed for support services needed. Childcare, textbooks, and some state test funds for fees were provided. Survey results showed 92 students interested in health related fields.
Facilitate college and ISD counselors to coordinate career an guidance counseling	Plan and coordinate at least two meetings between college and ISD counselors. Minutes will be on file	9-1-93 to 3-31-94	1-4-94 to 5-28-94	Completed as described.

Objective II (cont'd) Develop and implement a Tech Prep Program targeting special populations students to enter health occupations.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Provide support services to high school students in nurse's aide training (textbooks and transportation)	Payment vouchers completed.	9-1-93 to 5-10-94	1-1-94 to 5-28-94	Completed as described.
Provide full range of Perkins support services to students who enter college (childcare, transportation, textbook, financial aid resource identification).	Payment vouchers completed. Applications and payment records on file in Special Populations Coordinator's office.	5-1-93 to 6-30-94	1-4-94 to 5-28-94	Completed as described.
<u>Placement Services</u>				
Coordinator will facilitate development of system for local health care providers to inform health care high school teachers of openings for trained high school graduates	Forms developed will be included in Project Manual.	1-1-94 to 5-31-94	1-4-94 to 5-28-94	Completed as described.

Objective II (cont'd): Develop and implement a Tech Prep Program targeting special populations students to enter health occupations

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Coordinator will work with Lee College Placement Office to assure that health providers in targeted counties become part of Lee College placement activities (mailouts to employers, included in career days, post jobs in job bank)	Included in address list. Examples of mailouts and job listings will be included in project manual	9-1-93 to 5-31-94	1-4-94 to 5-28-94	The coordinator provided Lee College campus placement office with referral from the health care providers in the Liberty and Chamber county areas.
Coordinator will work with Lee College placement office to provide resume writing and interviewing skills information to ISD personnel	ISD personnel and coordinator will provide seminars for high school students. Student evaluations will be compiles and on file	1-1-93 to 4-30-94	1-4-94 to 5-28-94	Classroom presentations and materials were distributed to students. Career awareness program was provided and an evaluation was conducted as described.
As students enter Lee College, they will receive full range of Lee College placement office job seeking seminars, job fairs, job bank and job referrals	Participants will receive orientation to placement office (presentation and brochures)	5-1-93 to 6-30-94	1-4-94 to 6-30-94	The Lee College Placement Coordinator was made available for students during the Career Awareness Fair. A tour of the placement office was made by participants.

Objective II (cont'd) Develop and implement a Tech Prep Program targeting special populations students to enter health occupations.

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Program Approval				
Tech Prep health care AAS program(s) will be approved by the tri-agency.	Lee College faculty and staff and ISD staff will complete all necessary requirements for program approval/revision.	8-1-93 to 3-31-94	1-4-94 to 5-28-94	Lee College faculty and staff and ISD staff have completed all necessary requirements for program revision.
	Coordinator will compile the application packet.	2-1-94 to 4-15-94	1-4-94 to 6-30-94	Completed as described.
	Lee College Curriculum will approve program/revision.	4-1-93 to 4-20-94	1-4-94 to 6-30-94	Completed as described.
	Tri-agency will approve program/revision	1-4-94 to 6-30-94	1-4-94 to 6-30-94	Completed as described.

Objective III: Statewide Dissemination

Activities	Performance Measures	Proposed Timeline	Actual Timeline	Comments
Evaluation				
All evaluation activities, both formative and summative will be conducted as outlined in Part E of the evaluation plan	All evaluation reports, forms, and surveys will be on file in the Project Coordinator's office and included in the project manual	8-1-93 to 6-30-94	5-26-94	All evaluations have been conducted by the Advisory Committee
Dissemination				
Project's accomplishments will be shared with other educational entities through conference presentations, and articles in Tech Prep or allied health newsletters	Project members will make at least 2 state conference presentations about the project	12-1-93 to 6-30-94	2-2-94 to 2-3-94 3-28-94 to 3-30-94	Conference was attended and presentations were made as follows: • Gulf Coast Tech Prep Conference • Tech Prep/Texas State Conference • Gulf Coast Tech Prep Regional Workshop
	Coordinator will submit at least 2 newsletter articles for publication Copies will be included in project manual.	1-1-94 to 5-31-94	2-23-94 4-21-94	The coordinator submitted 2 newsletter articles for publication to local papers, Liberty Vindicator.
Project manual will be assembled as a "how to" manual to encourage replication	Project manual will be compiled and made available to other Texas community colleges.	8-1-93 to 6-30-94	9-15-93 to 6-30-94	Completed as described.

RURAL HEALTH OCCUPATIONS MODEL PROJECT
SUMMATIVE EVALUATION

1. **How effective were career awareness activities?**
Career awareness activities were well planned, and advertised to expose the students to various health care fields.

Suggestions for improvement:

Involve students that are enrolled in the Allied Health Program at Lee College in various activities of the Health Care Program.

2. **Were health care personnel sufficiently involved in the project?**
Health Care Personnel were sufficiently involved in the model project as Advisory Committee Members, Consultants, Teachers, Lee College Instructors, Health Care Providers, and Health Care Resource Network in the community.

Suggestions for improvement:

No suggestions for improvement.

3. **How effective was the curriculum used in this project?**
The curriculum was effectively use in the coursework. All the Essential Elements required by the Texas Education Agency were used. The Nurse Aide Training Skill of the Texas Department of Human Services were used to teach clinical skills.

Suggestions for improvement:

The curriculum was effective by evidence of the number of students that pass the state Nurse Aide Training Skill and Written Exam. No suggestion for improvement is founded.

4. **What was the impact of nurse aide training on both high school and adult participants?**
The impact of the Nurse Aide Training on both high school and adult participants were sufficiently in good standards. The High School Tech-Prep Program targeted 20 students, 41 enrolled, 16 optioned for clinical and 9 passed the state exam. The Adult Bridge Program targeted 15 students, 23 enrolled, and 15 passed the state exam.

Suggestions for improvement:

No suggestions for improvement.

5. **What impact did this project have on Liberty and Chambers counties?**
The impact the project had on Liberty and Chambers counties that it provided support in the field of health care to the community, as well as providing employment opportunities for many.

Suggestions for improvement:

No suggestions for improvement, but see a need for more adult training sessions.

Completion Data on High School Students
Nurse Aide Registry and Training

Objective I

Tech-Prep Program

The Rural Health Model Project will develop and implement a Tech-Prep Program targeting special populations students to enter health occupations. The project will develop a system to recruit, train, and provide job placement health careers. The coursework will be provided in grades 9 - 14 and the curricula developed will combine academic and technical curriculum. The students will be provided with work experiences.

Activity:
To provide classroom work of 56 hours of skill study and 24 hours of Nurse Aide Training Clinicals.

Performance Measures:
At least 20 high school students will participate in the spring classes.

Classes:
Liberty ISD and Dayton ISD classes were held at Liberty Baptist Hospital.
Barbers Hill ISD classes were held at Barbers Hill High School.

Enrollment:

Liberty ISD	15
Dayton ISD	17
Barbers Hill ISD	9

Completions:

Students taking clinicals	16
Completers passing Nurse Aide Training State Exam	9
Students dropping clinicals due to illness	4
Students not passing state exam	1
Students enrolling into Lee College	4

Completion Data on High School Students
Nurse Aide Registry and Training

Objective II
Bridge Program

The Rural Health Model Project will develop and implement a "bridge" program so that adult special populations students may succeed in the college Tech-Prep health occupations program. The adult students will also be provided with work experience, job placement and transition into an approved Tech-Prep program.

Activity:
To provide one session of nurse aide training targeting adult students.

Performance Measures:
At least 15 adult students will receive nurse aide certification.

Session:

Liberty	October 18 thru November 12
Dayton	November 18 thru December 17

Enrollment:

Liberty	6
Dayton	11
Hull-Daisetta	1
Raywood	1
Cleveland	1
Crosby	1
Devers	1
Batson	1

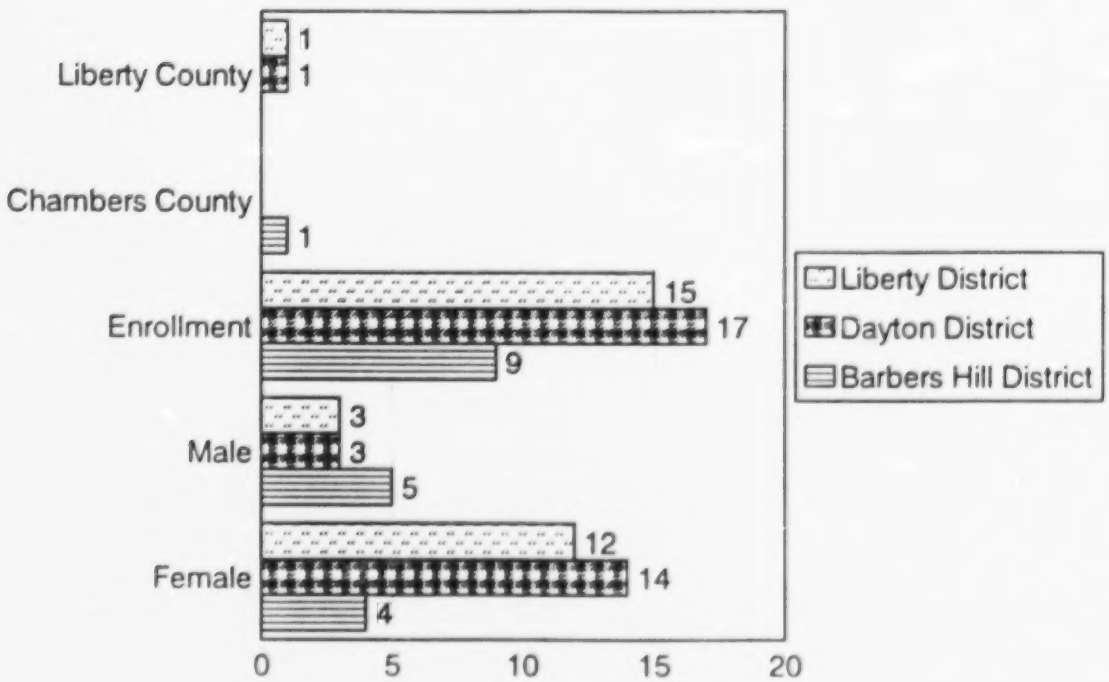
Completions:

Completers passing exam	15
Completers not passing exam	6
Students dropping clinicals due to illness	2
Completers needing GED during program	4
Completers receiving GED	4
Completers attending Lee College (Bridge Program)	1
Potential completers determined through LC Placement Test	4
Completers working in related field	19
Completers not working	4

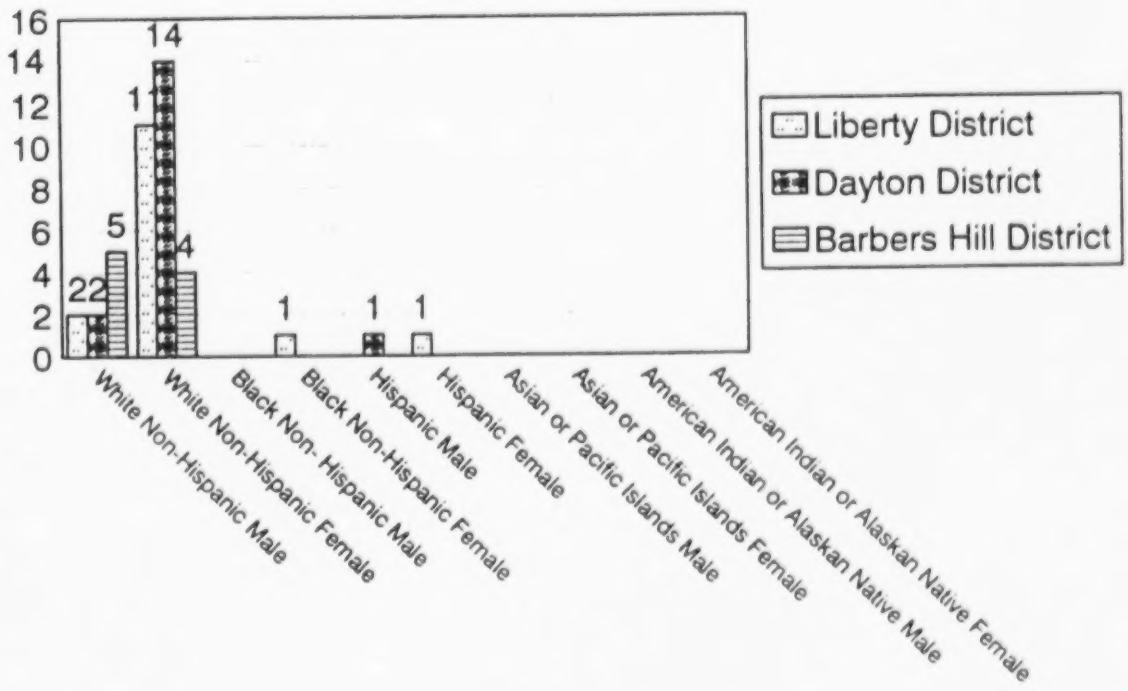
Rural Health Occupations Model Project
High School Awareness Survey

School Districts	Students Interested in Health Related Fields	Students Interested in Non-Health Related Fields
Huffman	20	12
Barbers Hill	8	1
Dayton	10	1
GooseCreek	36	0
Liberty	11	3
Hull-Daisetta	7	0
Totals	92	17

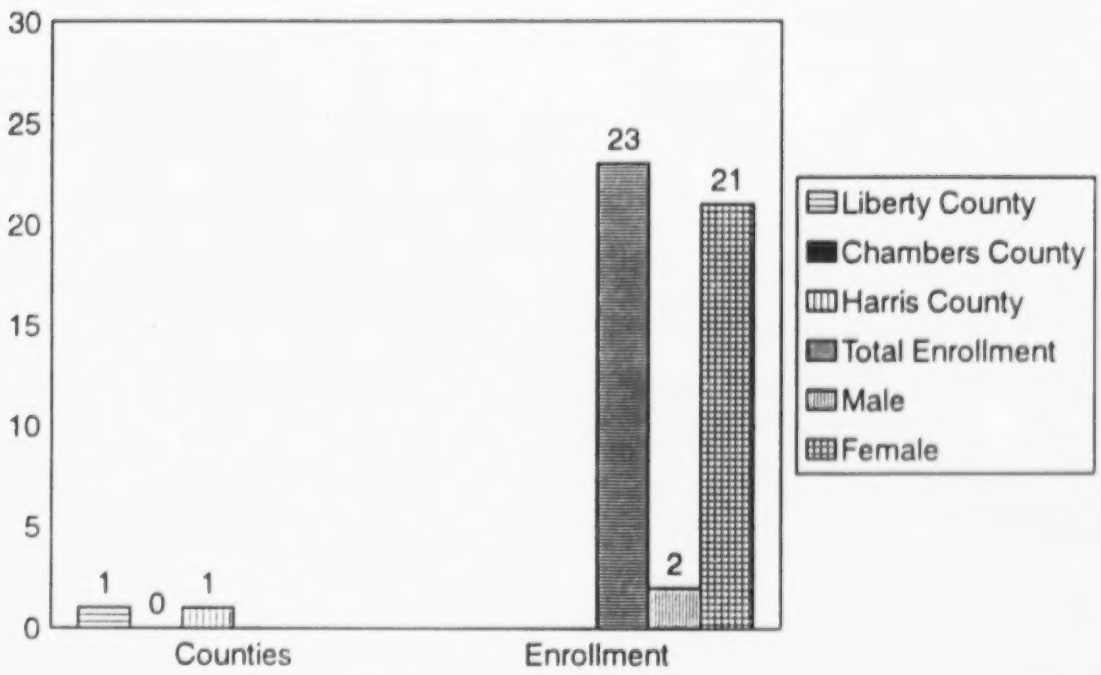
Rural Health Occupations Model Project - Tech Prep
Articulations 1993-1994



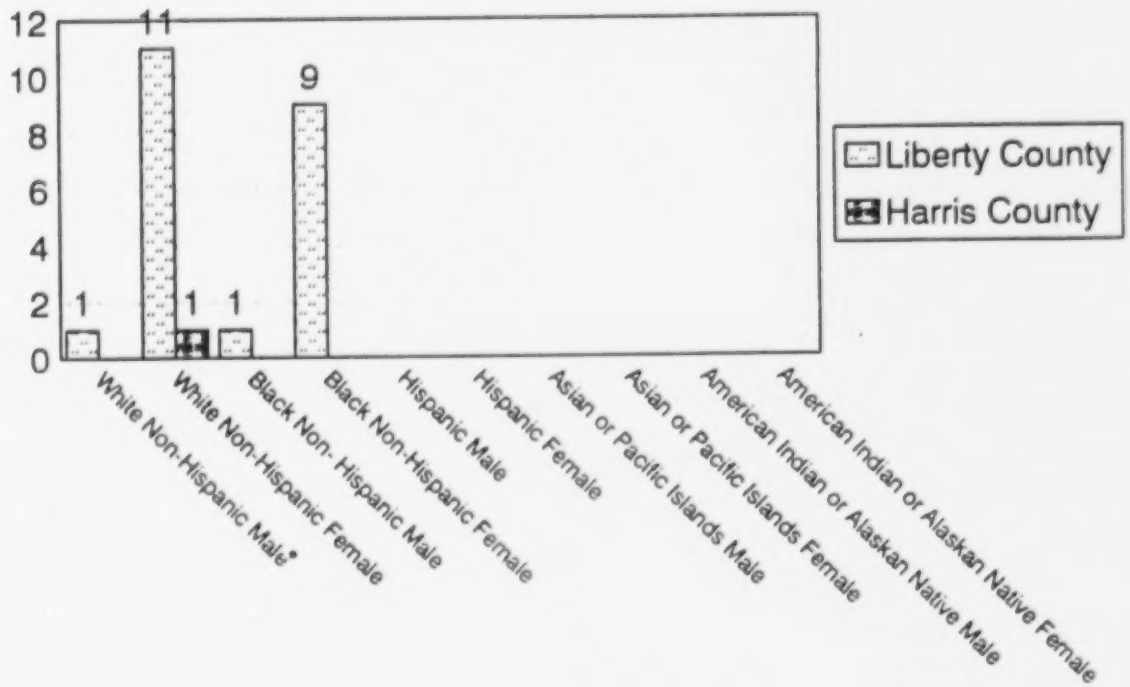
Rural Health Occupations Model Project - Tech Prep
Articulations 1993-1994



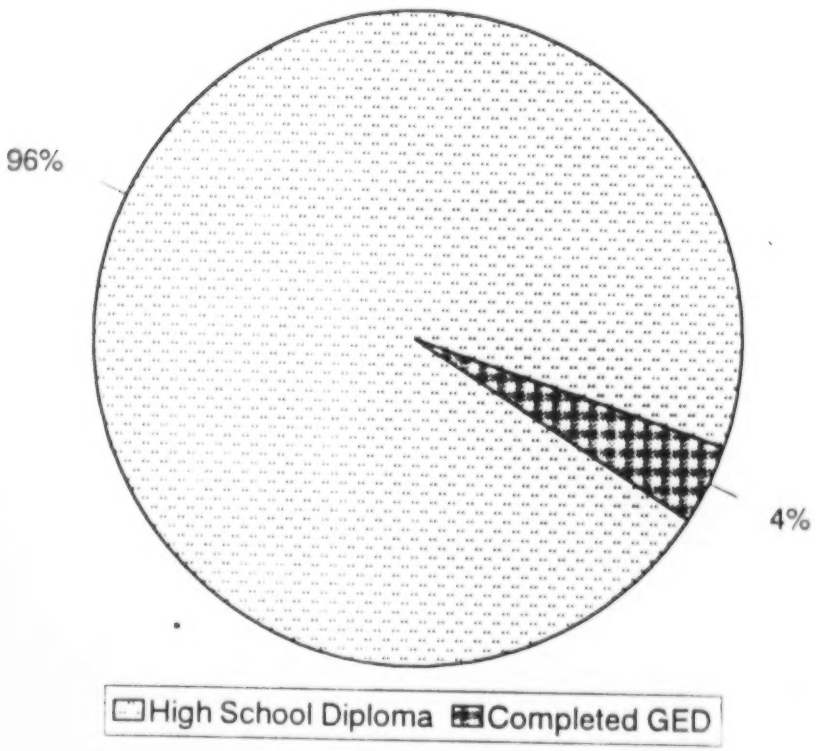
Rural Health Occupations Model Project
Adult Bridge Program



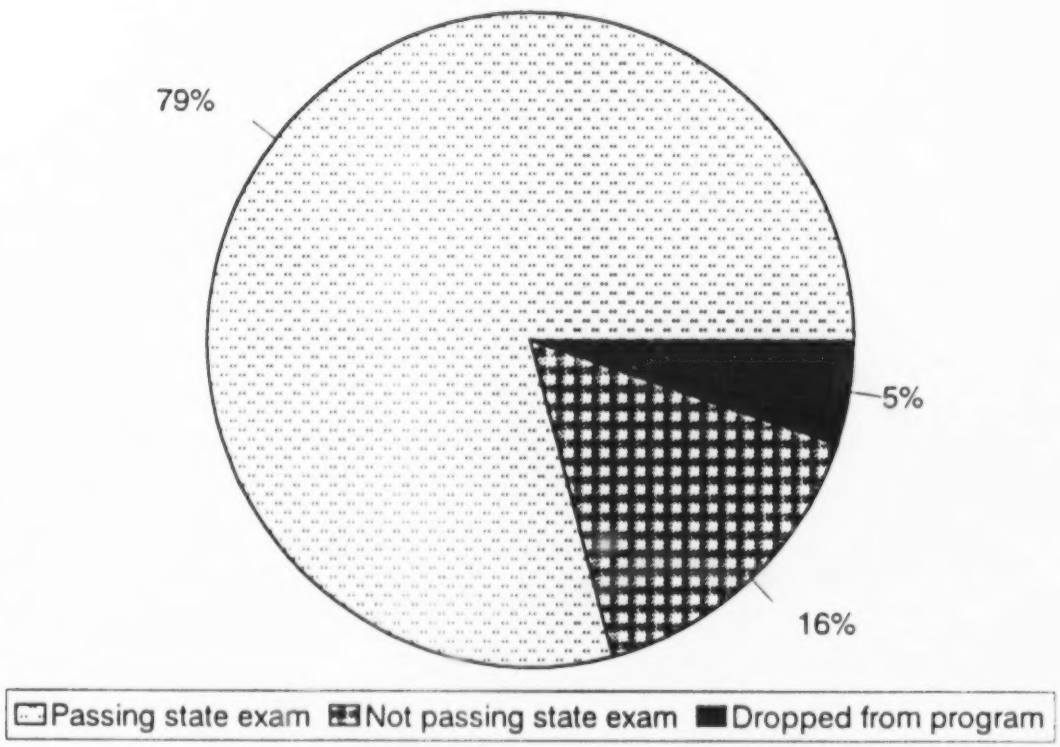
Rural Health Occupations Model Project - Tech Prep
Adult Bridge Program 1993-1994



Rural Health Occupations Model Bridge Project
Adult Bridge Program
Nurse Aide Registry and Training



Rural Health Occupations Model Bridge Project
Adult Bridge Program
Nurse Aide Registry and Training



Rural Health Occupations Model Bridge Project
Adult Bridge Program
Nurse Aide Registry and Training

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